Achieving the Dream

Data and Analytics Summit

Analytics Inspire Action

#ATDSAS17
Empowering the Frontline for Institutional Change: Intentional Leadership, Actionable Data

Pierce College District, State of Washington

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#ATDSAS17 @AchievingTheDream @TomBroxson @DataChic
Who uses the data?

...for leadership

...for action
Take-aways

- What does intentional leadership look like at Pierce?
- Data for the frontline: Who, how, and what happened (so far)
- How can you relate this to your college?
Pierce College Culture

- **Leadership**
- **Grassroots ownership**
- **Willing to:**
  - Make mistakes
  - Reallocate resources
  - Be transparent
- **Positive** data environment
- **Scalability** and action
- **Equity**
“Our findings suggest that the most frequent and intensive users of student progression and outcomes data and data disaggregated by student characteristics were not those closest to students.”

Monica Reid Kerrigan & Davis Jenkins 2012
Evidence pointed us in the right direction:

- External literature
- Pierce faculty and staff not seeing themselves in the work
- Our own student research results: SENSE, CCSSE, Surveys, and Focus Groups

Put the data closer to the students
The Hidden Variable

Faculty Teaching Math 146, 5 Year Average Completion Rate
Fall to Fall Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>805</td>
</tr>
<tr>
<td>2011</td>
<td>827</td>
</tr>
<tr>
<td>2012</td>
<td>939</td>
</tr>
<tr>
<td>2013</td>
<td>922</td>
</tr>
<tr>
<td>2014</td>
<td>1,061</td>
</tr>
<tr>
<td>2015</td>
<td>1,092</td>
</tr>
<tr>
<td>2016</td>
<td>1,359</td>
</tr>
</tbody>
</table>

Graph showing retention rates from 2010 to 2016, with the highest rate being 62.4% in 2016.
3 Year Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-10</td>
<td>311</td>
</tr>
<tr>
<td>2008-11</td>
<td>353</td>
</tr>
<tr>
<td>2009-12</td>
<td>399</td>
</tr>
<tr>
<td>2010-13</td>
<td>352</td>
</tr>
<tr>
<td>2011-14</td>
<td>373</td>
</tr>
<tr>
<td>2012-15</td>
<td>458</td>
</tr>
<tr>
<td>2013-16</td>
<td>489</td>
</tr>
<tr>
<td>2014-17*</td>
<td>593</td>
</tr>
</tbody>
</table>
I need 14 more STUDENTS!
Pierce Strategies

- Expertise – vision, leadership, and technical abilities
- Technology
- Strategy
  - Beta testers (faculty)
- Applied uses
  - Learning outcomes
  - Progress to goal outcomes
  - Operational efficiencies
Diffusion of Innovations

- Innovators
- Early Adopters
- Early Majority
- Late Majority
- Laggards

Time
Who uses the data dashboards?

- 334 Trained
- 304 Active Users
- Faculty 60% of all users

- Admin*
- Adjunct Faculty
- Full-Time Faculty
- Pierce Partners
Use the selection criteria below to choose a course to evaluate. When finished, choose from the tabs listed above to view the charts and data.

Instructor:

- (All)
- ADAMS C
- ADAMS J
- ADAMS K
- ADKISSON R
- AGAR-JACOBSE
- AIGNER S
- ALLDREDGE D
- ALLMENDINGER
- ALWARD L
- ANDERSON J
- ARANA A
- ARBUCKLE S
- ARNOLD B
- ARNOLD D

70.1%
70.0%

Total # of Students:

NOTE: Please note that the chart above only includes courses that have completed students, but allows for equivalent assessment at the course level.

Successful completion of these courses in the past 2 years was based on earning a grade of C or better. This may not apply to all courses. For detailed grade distribution, please use the Enrollment & Grade Distribution dashboard.

Database: Updated 6/17/17 - NOTE: Results reflect student transcripts. Summer & Fall 2017 data are preliminary. Results refresh once a day and "*" grades are excluded from completion calculation.

Achieving the Dream™
Faculty are more comfortable with faculty-level data TODAY than they were INITIALLY.
This is actionable data!
Creating Sustainable Action
(Fall to Fall Retention Rates)

From:
“This is too hard!!”

To Growth Mindset:
“This may take some time and effort!”
What is your return on investment?
Give them what they need – make it easy!
Evaluations Office:

“Where have you been all my life?!?”
Goal met - Let’s do it again!
Pierce Survey:
Institutional Capacity Assessment Tool (ICAT)

Leadership & Vision
Data & Technology
Equity
Teaching & Learning
Engagement & Communication
Strategies & Planning
Policies & Practices
Pierce Survey:
Institutional Capacity Assessment Tool (ICAT)

POLICIES & PRACTICES
The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

RESULTS BY CATEGORY (N=128)

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection (Pre-enrollment)</td>
<td></td>
<td></td>
<td>3.2</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>1. Do policies and practices support student connection to the institution during the pre-enrollment period?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point of Entry/First-Year Experience</td>
<td></td>
<td></td>
<td>3.5</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>2. Do policies and practices support the student during the first-year experience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progression</td>
<td></td>
<td></td>
<td>3.2</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>3. Do policies and practices support student progression and momentum completion?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the college offer an articulation or transfer agreement for a certificate or degree?</td>
<td></td>
<td></td>
<td>3.2</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>5. Does the college support student transfer to four-year institutions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does the college support student transition to the workforce?</td>
<td></td>
<td></td>
<td>3.2</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>Culture of Evidence</td>
<td></td>
<td></td>
<td>3.0</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WOW! (according to us)
Pierce World Cafe: Institutional Capacity Assessment Tool (ICAT)

Top Priorities

- Professional development (organized by ICAT categories)
- Communication
- Pathways
- Norming assessment and grading across departments and courses
- ELearning
Take-aways

- What does **intentional leadership** look like at Pierce?

- **Data for the frontline**: Who, how, and what happened (so far)

- How can you relate this to your college?
This is hard. This is fun.
- Carol Dweck
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