WiFi

Network: Marriott Conference
Password: IEPI2019
WELCOME to GP Year 2!
“Ready. Set. Design.”
LA & South Central Coast

4 February 2019
8:30 – 3:00 PM
Data Coaching for Equity in Student Outcomes
Introductions and Framing

Data Coaching Presenters & Experts:
Daniel Hall, Dir. Student Success Technologies
Pedro Ramirez, Data Coach
Bakersfield College

Facilitator(s):
Louise Yarnall, Researcher/The RP Group

Student Engagement Exercise:
Mustafa Popal, Skyline College
Agenda

- Framing Session, Introductions, Learning Outcome (9:30 – 9:35)
- Mirrors and Windows: A Learning Mindset (9:35 - 9:55)
- Presentation of the RP Group’s data literacy/coaching research (9:55 – 10:05)
- Deep Dive with Bakersfield College (10:05 – 10:55)
- Break (10:55 – 11:05)
- Small group Action Planning (11:05 – 11:45)
- Reflection and Closing (11:45 - 12:00)
Outcomes

● Understand ways to use student data to support GP inquiry and design with an emphasis on student equity
● Learn about key ingredients and considerations for using data to identify targeted interventions for specific populations of students
● Hear concrete examples from Bakersfield College for improving student outcomes through data coaching
● Start your own plan for developing data literacy and analysis to support GP adoption and implementation
Mirrors and Windows: How Data Coaching requires a learning mindset

Facilitator: Mustafa Popal, Skyline College
“[I am a] student among students.”

- Paulo Freire
What percentage of an iceberg’s mass is below the water?
How do we move from student voice to student participation in design?
Building Student Participation Activity

1. Individually, take a minute to read the student quote.

2. On the sticky note provided write down:
   - What stood out to you while reading the student quote?
   - What follow-up question(s) would you want to ask students about this issue/challenge?
   - Which student populations would you ask?

3. Your table is now tasked with designing an approach for student engagement in Guided Pathways surrounding the issue/challenge identified in the quote.
Things to consider:

1. *How does your GP approach meet students where they are at?*
2. *How is your GP approach informed by data?*
3. *How does your GP approach ensure equitable access for students?*
4. *How does your GP approach leverage other programs or resources on campus?*
5. *How does your GP approach prepare students for success?*
RP Group’s Data Literacy/Coaching Exploratory Research Overview

**What:** establish a foundational understanding of data literacy/coaching practices—particularly in the context of GP

**Why:** respond to college need for help w/ accessing, analyzing, translating, sharing, and acting on data throughout GP development

**How:** conducted literature review and exploratory interviews, drew on Leading from the Middle insights
Key Ingredients for Building Data Literacy through Data Coaching
What Do We Mean by Data Coaching?

Providing direct support to key college personnel to build their capacity to access and use data in inclusive decision-making
1. Articulate a Clear Purpose for Your Data Literacy/Coaching Efforts

- Empower others across the college to make data-driven decisions
- Support efforts to close equity gaps, fostering an equity minded-ethos
- Advance institutional improvement efforts
- Help stakeholders effectively traverse the recursive stages of GP adoption (inquiry, design, implementation)
2. Engage Data Coaches Who Can Lead a Collaborative Inquiry Process

- Understand how to tell a story with data, including ways to visualize quantitative data and integrate qualitative information
- Remain respectful, humble, and sensitive to others
- Understand that data literacy varies among different stakeholders
- Recognize and address the resistance to equity gaps revealed by data
- Lead and effect cultural and institutional transformation
3. Treat Data Coaching as an Ongoing, Iterative Process

- Build a data team
- Determine the student opportunity gap
- Access and collect data
- Facilitate data dialog for action
- Help sustain data-driven change
Key Considerations for Building Data Literacy through Data Coaching
Implications from the research: Embrace all key ingredients!

- Develop a GP vision that involves data-based decision-making
- In building data literacy/coaching, ensure sensitivity re: learning curve with data, issues related to equity data
- Provide ongoing support for coaches (training, resources, and peer support)
- Raise awareness of publicly available data resources
- Know that sustaining change initiated through data coaching is hard/complex
- Be flexible—adapt existing models to your local context
Data literacy coaching examples:

● **Bakersfield College:**
  Completion Team Coaches

● **Santa Rosa Junior College:**
  Data Evangelists and Citizen Researcher Campaign

● **Santa Monica College:**
  Faculty-Based Data Coaches
Overviews from: Daniel Hall and Pedro Ramirez
How Bakersfield College Structures Data Coaching to Ensure Students Stay on a Path
BC’s GP Momentum Points

- Complete **transfer-level math and English** in the first year
- Attempt **15+ units** in the first term
- Attempt **30+ units** by end of first year
- Complete **9 core pathway units** in the first year
Data Coaches play many roles @ BC...

**Data Champions** who collaborate with Completion Team to determine data needs

**Data Ambassadors** who extract meaningful data from...Cognos, Starfish, and Tableau

**Data Gatekeepers** who protect sensitive or private data

**Data Disciples** who format, and/or filter data via Excel, or Starfish

**Data Superheroes** who communicate and/or disseminate the data to the Completion Team and to others who may benefit from the data.
What Skills Do Data Coaches Need To Be Effective at Their Role?

- Analytical skills
  - Familiarity with using Excel and/or trainable
- Curiosity and ability to see the “Story” behind the data
- People & Communication skills
Why Did We Implement Data Coaches at BC?

• Born out of frustration with not getting timely data from the district office

• We wanted targeted and timely data in order to generate productive dialog and to make appropriate decisions

• As BC has continued to grow and expand, so too did its demand for “data informed” decisions across all programs and campuses

• This demand has been outpacing the capacity of Institutional Research to be the sole distributor of data
DC’s Support of Institutional Research at BC

- Perform “Data Triage” on data needs/requests from Completion Teams.
  - Helps to off-load some of the most common types of data requests or the data requests that are less complicated.
- Helps IR by handling the bulk of the dissemination of data with the proper framing.
How Data Coaches Extend Institutional Research Office Capacity

• Success/Completion data
• Momentum point data
• Special projects
• Grant applications or grant reporting

If the need for this data reoccurs, how often do you need this data?
  • Weekly, Monthly, Every Semester, Yearly?
What Kind of Time Commitment Is Needed of Data Coaches?

- Training sessions
- Meetings with other data coaches
- Meetings with LCP completion teams
- Meetings with LCP dean
Are BC Data Coaches Compensated?

- If the data coaches are faculty, they receive a modest stipend.
- If the data coaches are Ed Advisors, they do not receive a stipend.
- What happens if their involvement has declined?
- Who will keep them accountable? Dean? OIE?
Managing the Team of Data Coaches

**Department Assistant** who tracks:
- Which Data Coaches has gone through the FERPA training?
- Which Data Coaches are attending the workshops?

**Data Coach Point Person/Shepherd** who plans and facilitates the training workshops and who is a liaison between the Data Coach and IR.
Technology Resources Available for Data Coaches

- SharePoint
- Canvas
- Excel
- Starfish
- Cognos
- Tableau
Welcome Data Coaches!

This Canvas shell is a repository of resources that you may find helpful in your role as a Data Coach.

Click here to get started.
Excel Pivot Table Training

After you have accessed lynda.com, through the Vision Resource Center, you will want to search for "excel pivot tables for beginners".

This training course is a good place to start if you want to learn about using Pivot Tables. Included in the training: (1) Short segmented training videos, (2) transcripts of the videos and (3) exercise files so you can practice what you are learning.
Starfish
Guided Pathways Momentum Points by
  ◦ Learning and Career Pathway
  ◦ Program
  ◦ Educational Goal
  ◦ Gender
  ◦ Ethnicity
Contact Information

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AB540 Data Coaching
The Guided Pathways Approach

• “Re-imagine the way our college interacts with our students”

• “Is our college ready for our students?”

• “Help students navigate with CLARITY”
AB540/Dreamer Completion Team

● Financial Aid

● Admissions and Records

● Faculty

● Educational Advisor/Data Coach

● Counselors
California Community College Guided Pathways

Four Pillars of Pathways

- CLARIFY THE PATH
- ENTER THE PATH
- STAY ON THE PATH
- ENSURE LEARNING
Early Outreach

- Institutional barriers identified
- Outreach to local High Schools
- Ensure correct status selected on applications
- Is my information protected?
Transition

- Admissions and Records Technician
- Financial Aid Technician
- Extended Opportunities Programs & Services Staff
- Summer Bridge Staff
- Advisor/Counselor
Retention

• Dreamer Open House

• Summer Bridge

• Extended Opportunities Programs and Services

• Student Organization

• Community Partnerships
Being Intentional

- Faculty involvement
- Student Organization Leadership opportunities
- State/National Conference Involvement
Importance of Data

Chancellor’s Office Vision for Success

• New Student Centered Funding Formula (SCFF)
  • Supplemental Grant (AB540 & CCPG) and Base Grant Funding (NC EMLS Courses)
• Most students who enter a CCC never complete a degree, certificate or transfer – AB540 students enrolled in less than 12 units (think they can’t get Financial Aid)
• Achievement gaps persist – across student groups, specially affinity groups (Veterans, African Americans and Dreamers)
• College enrollment declining (58 of 72 districts have declined) – AB540 students across the state/nation are fearful
AB540 Data Coaching Cycle

Collaboration with BC Cal Soap H.S. Reps, Individual App & H.S. Workshops – Ensure AB540 Form Completion

Email (bcc) sent to student stating Out-of-State Status – Potential eligibility for AB540 – Contact Liaison

Report filtered by High School (Access to KHSD): Pre-Screen Students for AB540/2000/SB68

Ensure AB540 Classification A/R, CADAA & EOPS app – Open House Invite

CCCAPPLY – Citizenship: Other

MIS District Report Pulled – Residency: Out-of-State

Excel Report (Cognos) – Filtered by: Citizen, PR, TR, R/A, SV, Other – AB540 (Citizens, PR, Other, Certain Visas)
AB540 EARLY OUTREACH

1. Contact enrollment services and/or institutional research to set up access to the data and create a data report.

2. The MIS data elements that you need:
   a. SB 06 – Student Citizenship
      http://extranet.cccco.edu/Portals/7/TRIS/MIS4Left_Nav/DED/Data_Elements/SB/SB06.pdf
   b. SB 09 – Student Residency
      http://extranet.cccco.edu/Portals/7/TRIS/MIS4Left_Nav/DED/Data_Elements/SB/SB09.pdf
   c. SB 11 – Education Status
      http://extranet.cccco.edu/Portals/7/TRIS/MIS4Left_Nav/DED/Data_Elements/SB/SB11.pdf
   d. SB 12 – Student High School Last
      http://extranet.cccco.edu/Portals/7/TRIS/MIS4Left_Nav/DED/Data_Elements/SB/SB12.pdf

3. The CCCApply data elements that would be helpful:
   a. calrs_3year “Have you attended high school in California for three or more years?”
   b. SB 68 now allows students who attend as little as one year in a California high school they can get in-state tuition
   c. So, need to also inquire about enrollment at the CC
      i. Possibly recommend taking courses for a year or two to establish eligibility under SB 68.

4. Access report with specified indicators example: In-State or Out-of-State residency for tuition purposes, Citizenship status (U.S. Citizen, Permanent Resident, R/A, SV, Others), & Students High School.

5. Pre-screen for AB540/AB200/SB68 Eligibility based on reported information on the CCCApply.

6. Communicate with the students via email with a graphic showing the differences between In-State vs. Out-of-State tuition rates for someone enrolled full-time at your college.

7. Collaborate with: VR to ensure proper classification of AB540, Financial Aid to ensure CADAV on file, & HSRC office to ensure students get admitted to program.

Padre L. Rangelon, Butte-Glenn College
BC Data-Driven Outcomes

Enrollment of First-Time College Students by Year: Undocumented/AB540

AB540 Financial Aid Awarded

Yes, 96%
No, 4%
Contact Information

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Q & A
BREAK
Monitoring Student Momentum Points: How Bakersfield College Structures Data Coaching to Ensure Students’ Stay on a Path
Reflection / Share Out

11:45 – 12:00pm
LUNCH

Main Ballroom
12:00pm – 1:00pm