



Tartar Success Institute 2.0

Friday, October 9, 2020



Agenda

- Welcome
- Student Panel
- TST Connection Activity
- TST Reflection
- Break
- TST Data Session
- Lunch Break
- Design Teams and TST Breakout
- Closing

Outcomes

1. Space to reflect
2. TST data training
3. Design Teams and TST breakouts

Student Panel

- Ana Laura Casados
- Kenia Nayeli Tijera
- Victoria Alejandra Torres
- Queen Ashonti Anastasia Juarez Ward
- Monica Lynn Banuelos
- Erik Aparicio
- Kevin Quincy Jones
- Maricruz Lozano
- Annamarie Karina Leon

TST CONNECTION ACTIVITY



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What does CONNECTION mean to you?

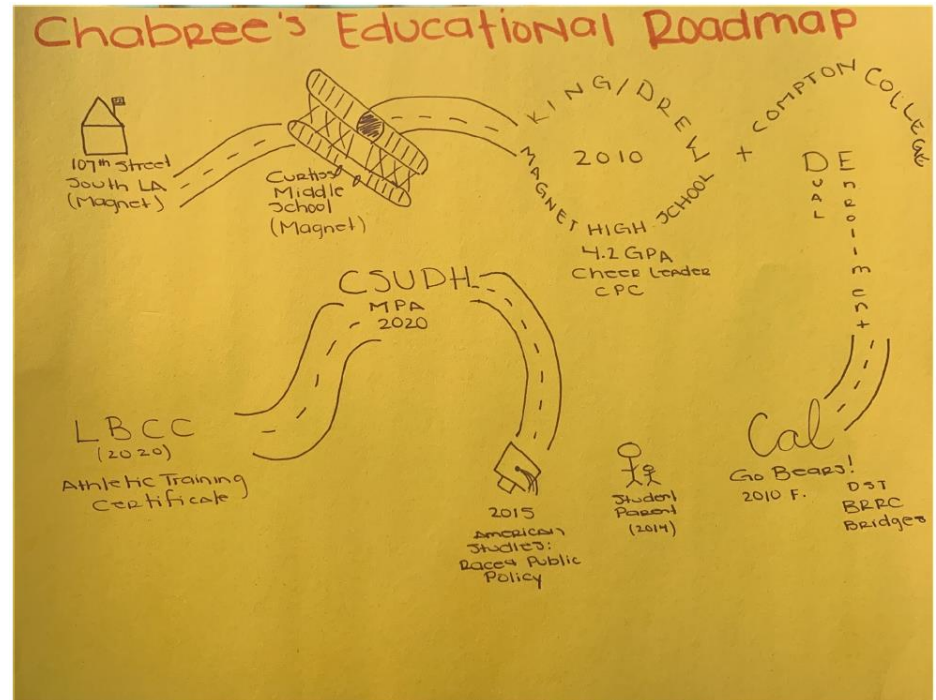
 Start presenting to display the poll results on this slide.

Breakout Room Instructions

Breakout Room Discussion Roles: Lead, Timekeeper, & Reporter

- Create roadmap
- Individual group sharing

- Questions to consider:
- Who was your support system? What challenges did you face along the way?



TST Connection Share Out

What are the themes and trends your group noticed from the discussion?

Link to slides

https://docs.google.com/presentation/d/1a_8rLiXvoYlqoGUoNMWNRr5JuovmYbF4_v4bXNyWkFw/edit

TST REFLECTION



Break

Please return by 10:07 am

TST DATA SESSION



The Federal Government

Department of Education

Integrated Postsecondary Education Data System (IPEDS)

College Scorecard

Federal Student Aid (FSA) National Student Loan Data System (NSLDS)

Department of Veterans Affairs

Department of Defense

12 surveys
(aggregate data such as enrollment, financial aid outcomes, etc.)

earnings data
enrollment (triggers repayment)

Social Security Administration

Treasury

Accreditors
(Regional, Programmatic)

National Student Clearinghouse

(98% of students reported)*

State Government

Higher Education Agencies

(in states that have longitudinal data systems the data may be matched with k-12 and labor data)

Other External Agencies
(U.S. News, Princeton Review)

Higher Education Institutions

Legend

Mandatory reporting →

Optional reporting - ->

*High School Benchmarks 2016: National College Progression Rates,” Report, National Student Clearinghouse, October 2016. Accessed of October 26, 2017. Available at: <http://www.studentclearinghouse.org/about/>.





BREAKOUT (use chat) - 5 minutes

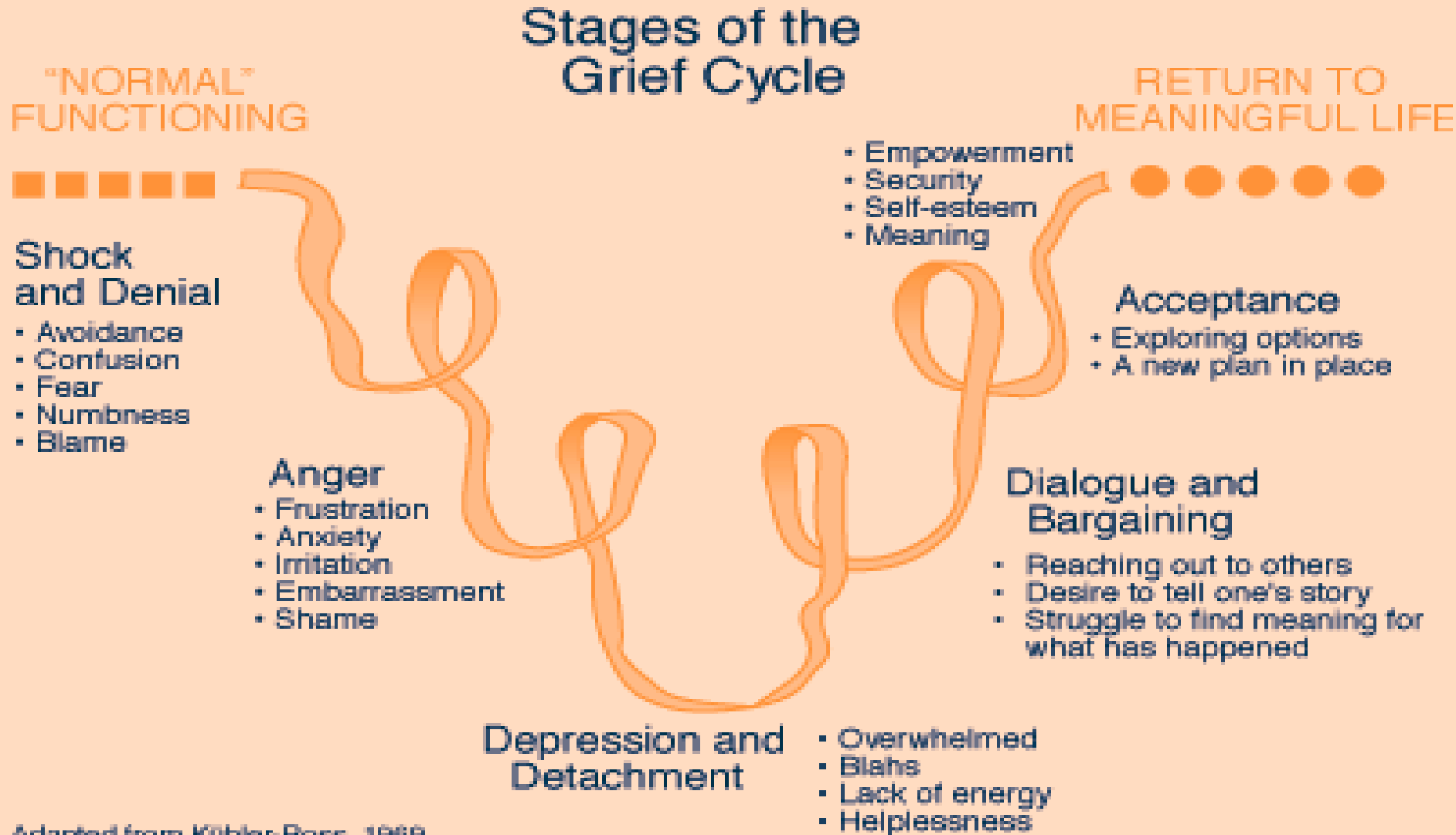
Your Use of Data

- **Think about a time when you made meaning (created information or knowledge) from data in your work.**
- **What did you do with this information?**

Why are you here?



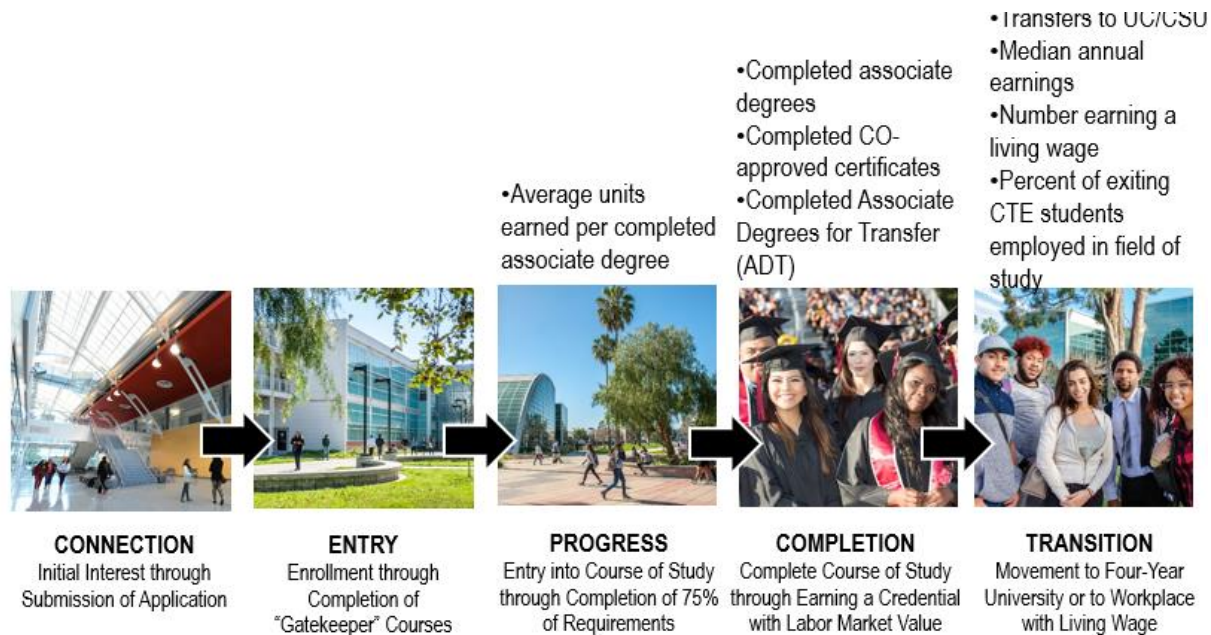
A cautionary tale: Elizabeth Kubler-Ross and Data Use



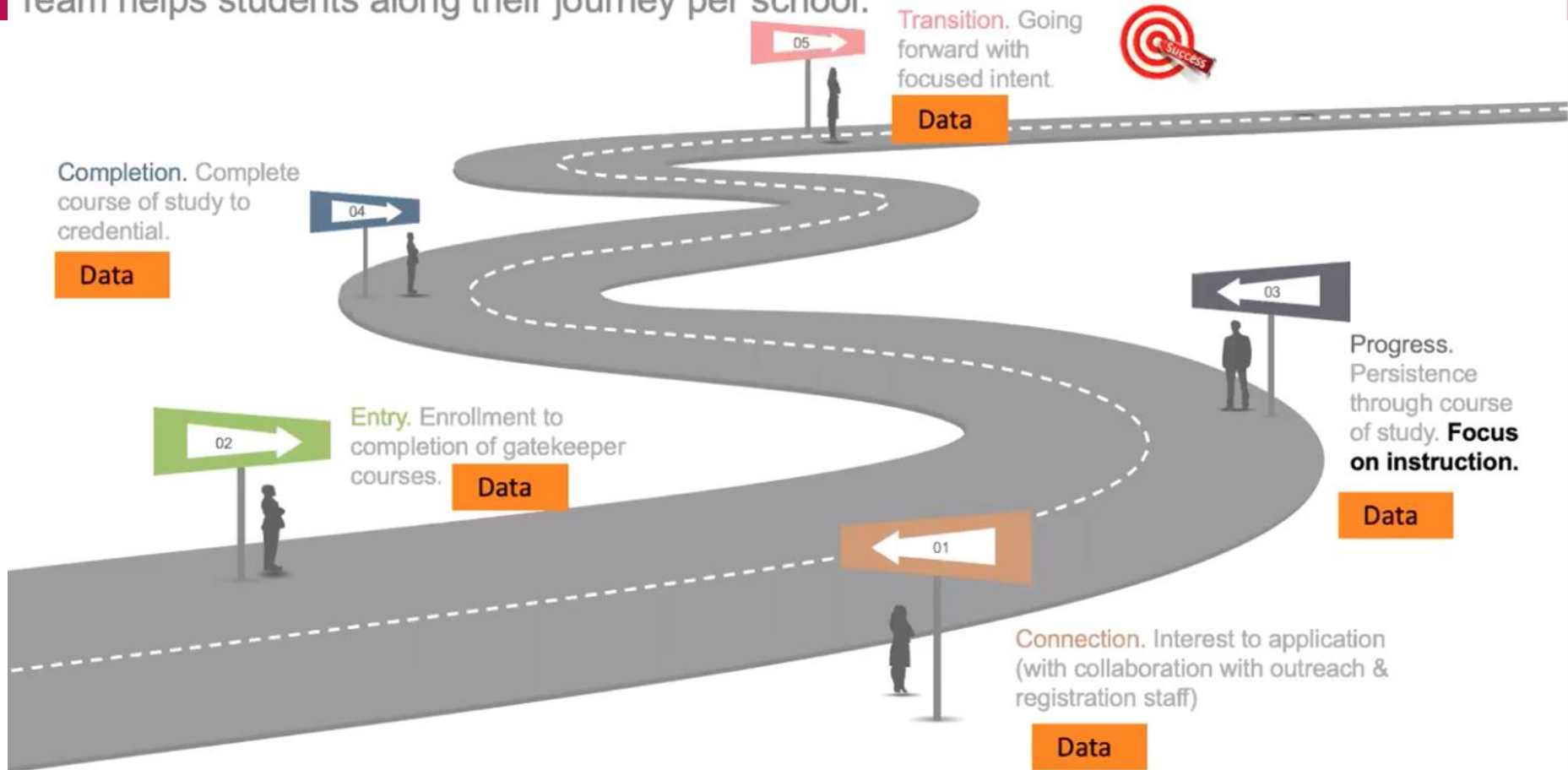
HOW ARE WE USING DATA?

Trying to make information and knowledge about the student experience

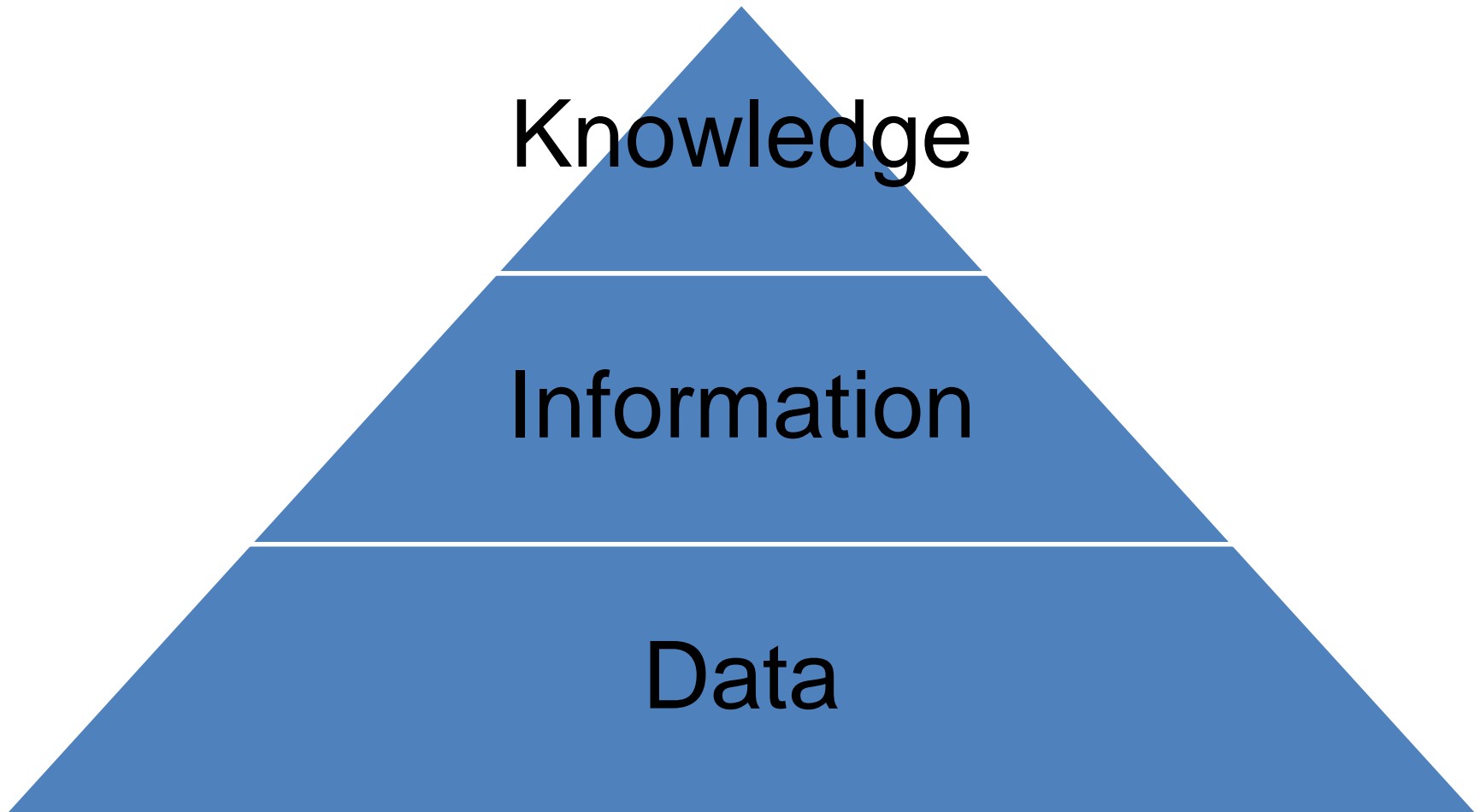
- All students and specific students



Ideally, in collaboration with key institutional stakeholders, each Student Success Team helps students along their journey per school.



Making use of data



Success Teams Have Goals

Increase equitable outcomes by aligning goals and activities

You'll want your TST goals to align with institutional/GP North Stars.



Example Institutional

Goal:

Successful Enrollment

Example TST Goal: Help students apply, register and get fin aid.

Example Activity: Host a GDP open house weeks before every semester to welcome potential students, inform them about your GDP & TST and help them with application, registration, FAFSA on the spot, etc.

Success Teams Use DATA

Identify Issues * Meet Needs * Track Progress

Quantitative for what
+ Qualitative for why

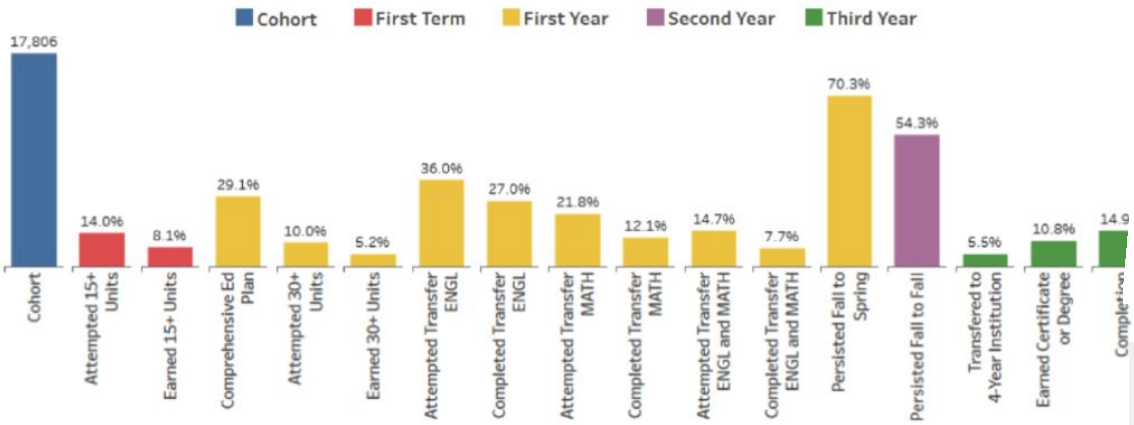


Guided Pathways Metrics

Data Updated as of 7/26/2020

Cohort Year: (All) Student Type: (All) Division (by Major): (All) Department (by Major): (All) Educational Goal: (All) Ethnicity: (All) Gender: (All)

Number of Students	Average Units Earned First Term	Average Units Earned First Year	Average Units Earned Three Years	Completion Three Years
17,806	7.3	12.8	27.2	14.9%



Live for just in time support & intervention
+ **Historical** for planning & evaluation

Success Teams Use DATA

Utilizing Momentum Points for Case Management



Purpose first

- Student makes informed decisions about their career and major early on.

Gateway Courses

- Student is enrolled in transfer level Math and English their first year!

15 to Finish

- Student *attempts* 15+ units by the end of their first semester.
- Student *completes* 30+ units by the end of their first year.

9 Core

- Student completes 9 core units in their program of study within the first year.

ccrc.tc.columbia.edu

But what do Success Teams actually do?

Inquiry

- Center GPD students (They know their GPD Cohorts & students know their TST team)
- Meet regularly to identify:
 - Barriers based on data
 - Equitable solution(s)
 - Program Milestones
 - Checkpoints to keep students on path
- Seek key stakeholder input

Design/ Implementation

- Create iterative plans to increase equitable outcomes in **all areas**:
 - i.e., onboarding, career exploration, selection & work based learning, instruction, academic & non academic supports & interventions, transitions to workforce & 4 yr
- Seek support from Guided Pathways & Design Teams to integrate efforts

Improvement

- Seek feedback & iterate
- Collect data and participate in campus studies
- Evaluate annual goals/outcomes

Success Teamwork = Ongoing direct support to students for their journey start to transition!



So then what do **Design Teams** do?

Inquiry

- Center **all students** in the process while also examining disaggregated data
- Meet regularly to identify:
 - Barriers based on data
 - Equitable solution(s)
- Seek key stakeholder input

Design/ Implementation

- Create plans to increase equitable outcomes by designing to solve a **specific problem**
- Seek key stakeholder feedback & iterate
- Seek support from Guided Pathways & TST's to integrate efforts
- **Make recommendations** and submit plans to shared governance groups for review/approval as needed
- **May or may not be the team implementing their plans (cross functional)**
- **Disband once problem is solved**

Improvement

- Evaluate and iterate as needed
- Evaluate goals of Design Team

Design Teamwork = Work in a group for a bounded time frame to solve for a specific issue



Student Success Teams & Distance Ed/Teaching & Learning Team:

Design



STEP 1: Identify Student Needs

Data, Data, Data. Disaggregated.

Identify and clarify specific student needs

- Most of this information will be garnered from faculty, frontline student services professionals, institutional research, and of course, students.

STEP 2: Choosing Strategies

Identify strategies to address student needs:

- The team brainstorms ideas.
- The team sets the direction based on a simple majority consensus

STEP 3: Draft an Implementation Plan

In the team's virtual meeting settings, decide how to best deploy the strategies:

- **A 1-3 pager** uploaded to a virtual platform such as Google docs would suffice. Answer the following questions:

What are the strategies?

How will they be implemented?

Who will be responsible for implementing?

What's the timeline?

How will we gauge that they're working?

STEP 4: Implement the Strategies

STEP 5: Share Back & Make Adjustments, If Necessary

In the team's virtual meeting settings, those responsible for implementing need to communicate how the strategies are unfolding and their impact on personnel and students:

- The team is informed and provides ongoing input and recommends necessary adjustments.
- The team keeps a record of strategy updates.

Some Major Differences Between Success Teams

Focused on providing students with
Wholistic Support

Focused on supporting student
Cohort by GP Division

Provide students with
Ongoing Support

Along the student's entire journey start to transition

Comprised of a team that's in direct contact w/students

Carry Out Plans

Design Teams

Focused on finding solutions to
Specific Problems

Focused on finding solutions for
All Students

DT's band together for a
Limited Time

And disband once the problem is solved

Comprised of a cross functional team in the know

Make Recommendations



HOW ARE WE USING DATA?

Focus on Inquiry, Intervention, and Improvement at Compton College:

- For inquiry – Design Teams will identify opportunities for new interventions/activities...
- For intervention – Who are my GPD students...?
- For improvement- What activities/interventions do we have planned and do they result in the outcomes we expect?

Inquiry- The Art of the Data Use Template

Series of standardized questions that we always ask...starting with what are we trying to understand?

- What question are you trying to answer/what are you trying to understand?
- What do the data say? Do groups differ?
- What is surprising, did you not expect to see?
- How does the data confirm what you thought you knew?
- What else do you need to know to make a decision, take action? (Do you really need more?)
- What action is necessary?
- Who will do it?
- When?
- Who will be impacted?
- What is the expected (hoped for) outcome?

Inquiry- Two new data sources

Successful Enrollment Dashboard

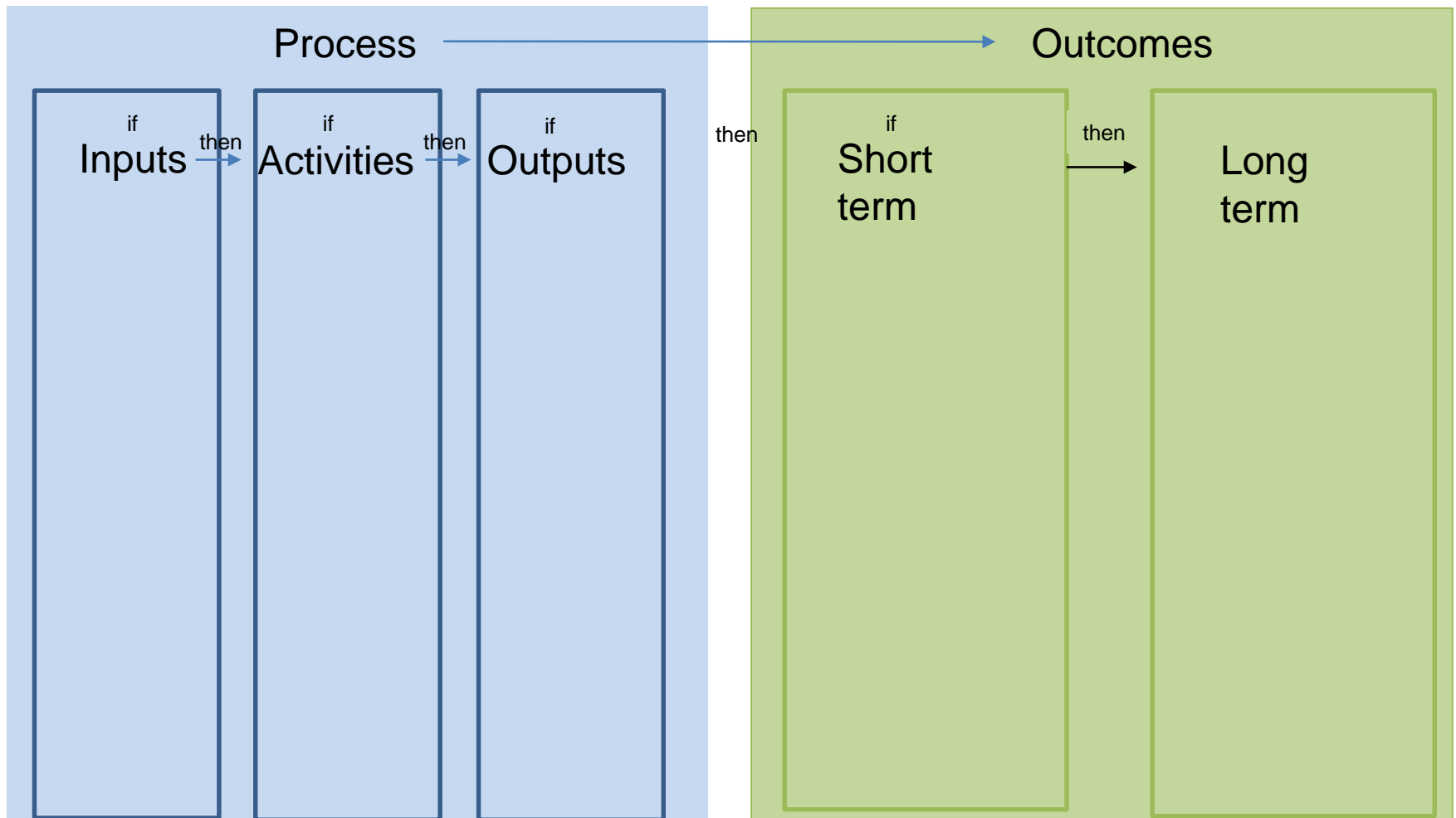
First-term at Compton College Dashboard

[will link these when the dashboards are ready]

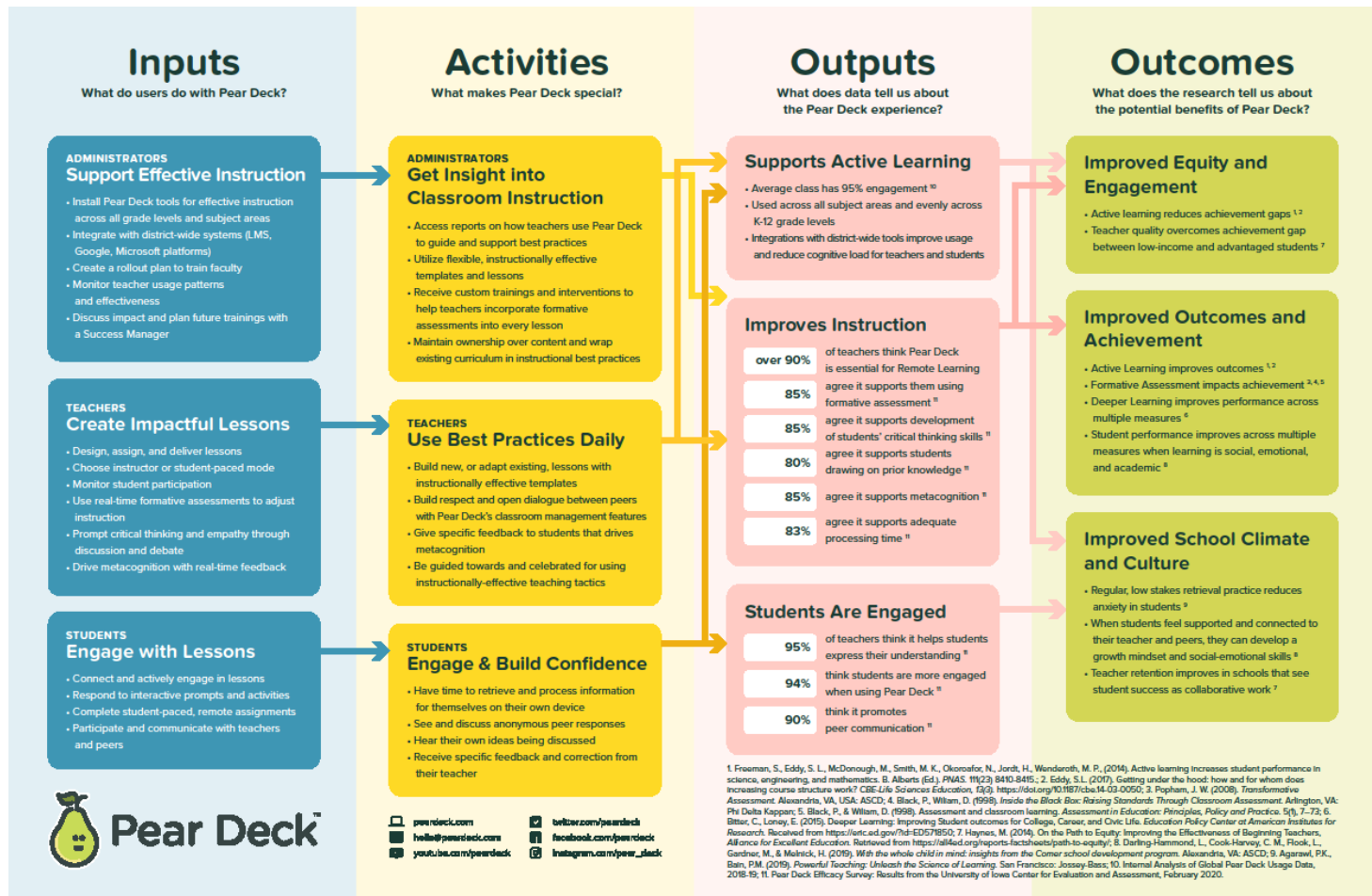
INTERVENTION

- Student-level, “live” data that can be used to target students for intervention
- Intervention always leads to improvement

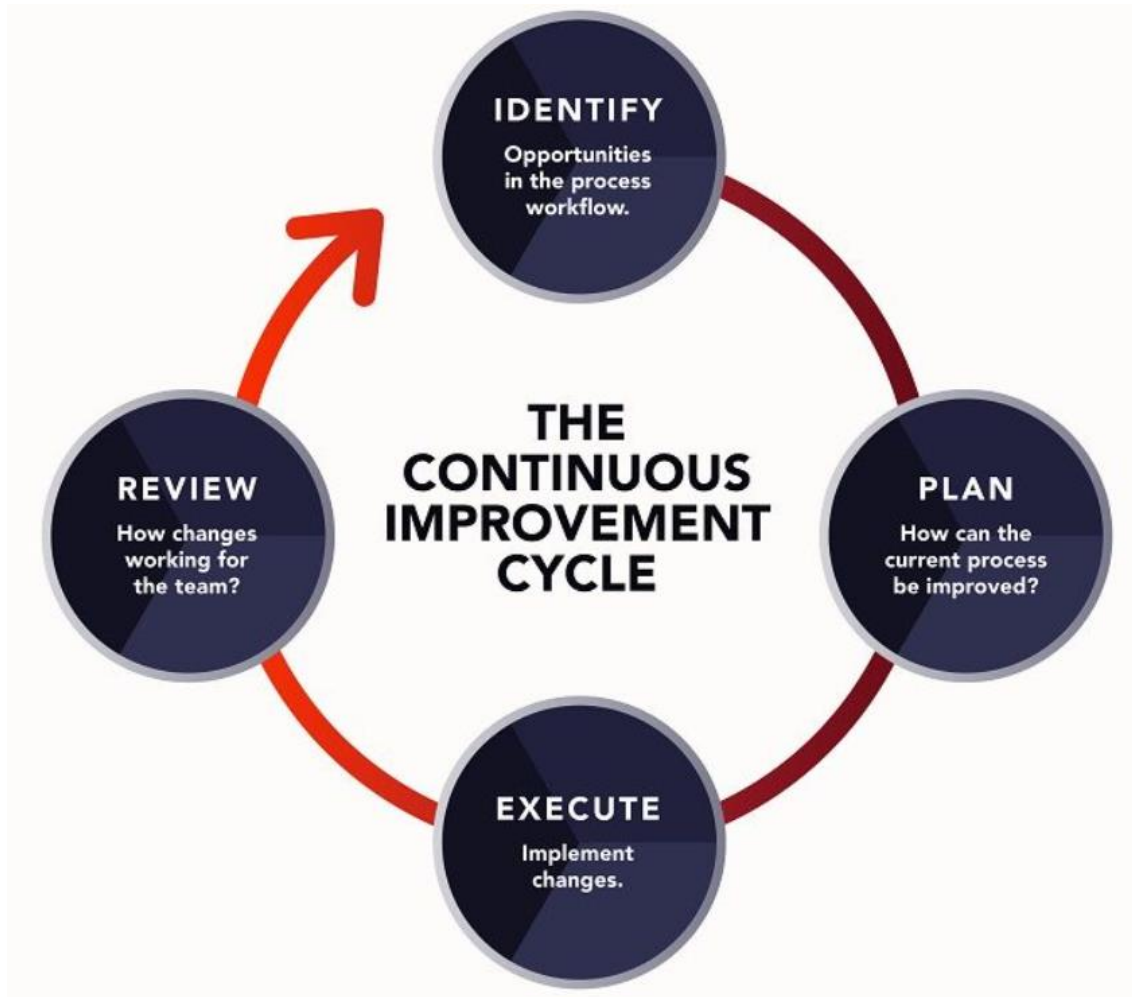
INTERVENTION – What is a logic model?



Logic Model Example



IMPROVEMENT



Lunch Break

Please return by 11:45am



DESIGN TEAMS AND TST BREAKOUTS



TST/Design Team Activity


- Purpose of our work using data
 - Inquiry, Intervention, Improvement
- Data Needs Report
- Dashboards
- Data Usage Template
- TST – review/revision of 19/20 program proposals

WRAP UP



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What was the most important thing that you took away from today?

 Start presenting to display the poll results on this slide.

Wrap Up – moving forward

- **Goals**
 - Case management and data
 - Continued TST gathers to revisit goals
- **Roles and responsibilities**
 - TSI 2.0 guide update
- **Commitments**
 - Communication matrix updates
 - Clarifying decision making trees/guides

Thank you!

TSI 2.0 Planning Committee

Social Science – Dra. Michel
Jackson

STEM – Gilberto Bejar

HPS – Chabree Thompson

BIS – David Turcotte

FACH – Noemi Monterroso

Libby Curiel

Brittney Starling

Sylvia Barakat

Sean Whaley

Mahmut Gundogdu

Lauren Sosenko

Data Coaches

Dr. Judy Loveless-Morris

Dr. Chris Hill

Dr. Amir Law

Mr. Ed Bowling



Give your feedback

Please take a few minutes to complete the survey on the TSI 2.0



QUESTIONS?

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