



# 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?

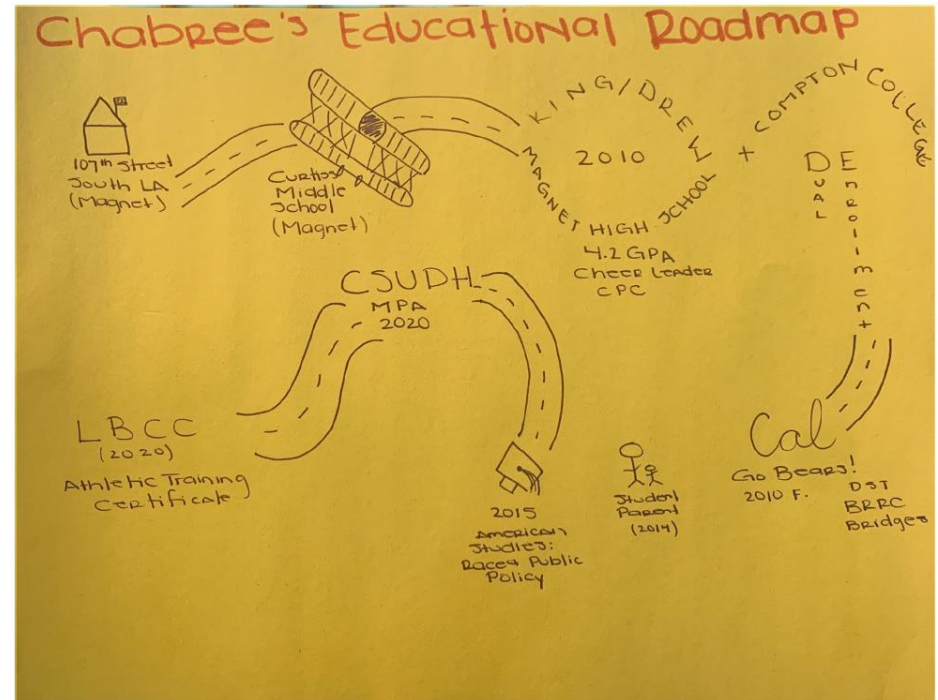
 Start presenting to display the poll results on this slide.

# 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](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

**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*

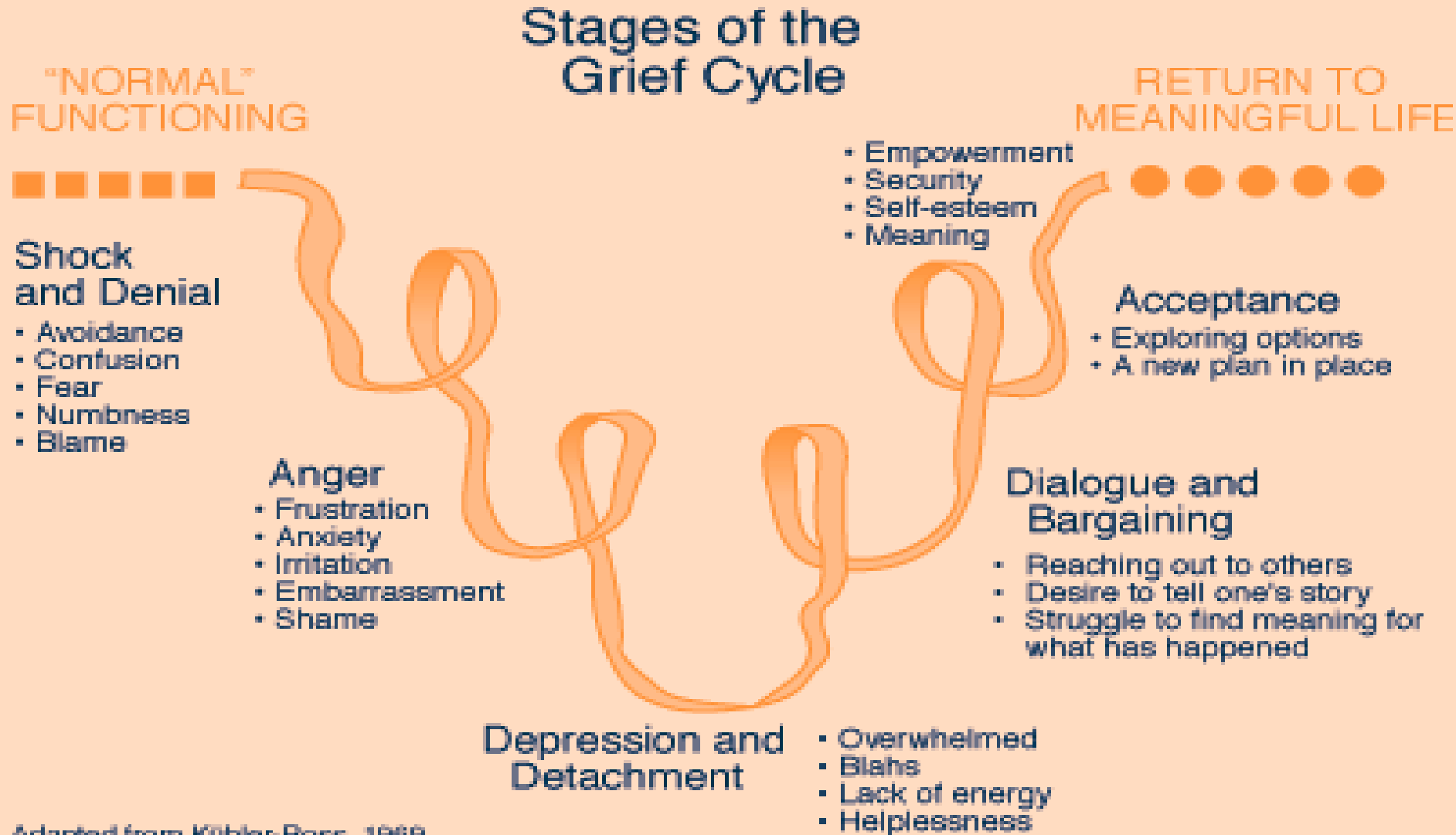
- **Think about a time when you made meaning (created information or knowledge) from data in your work.**
  
- **What did you do with this information?**

# Why are you here?





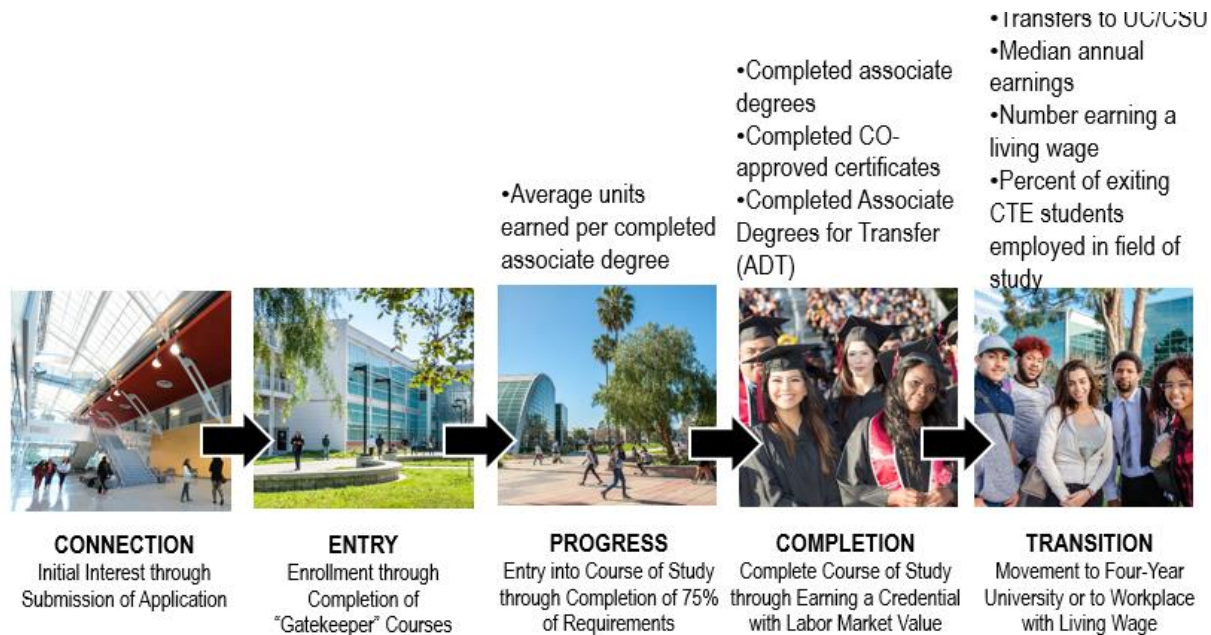
# A cautionary tale: Elizabeth Kubler-Ross and Data Use



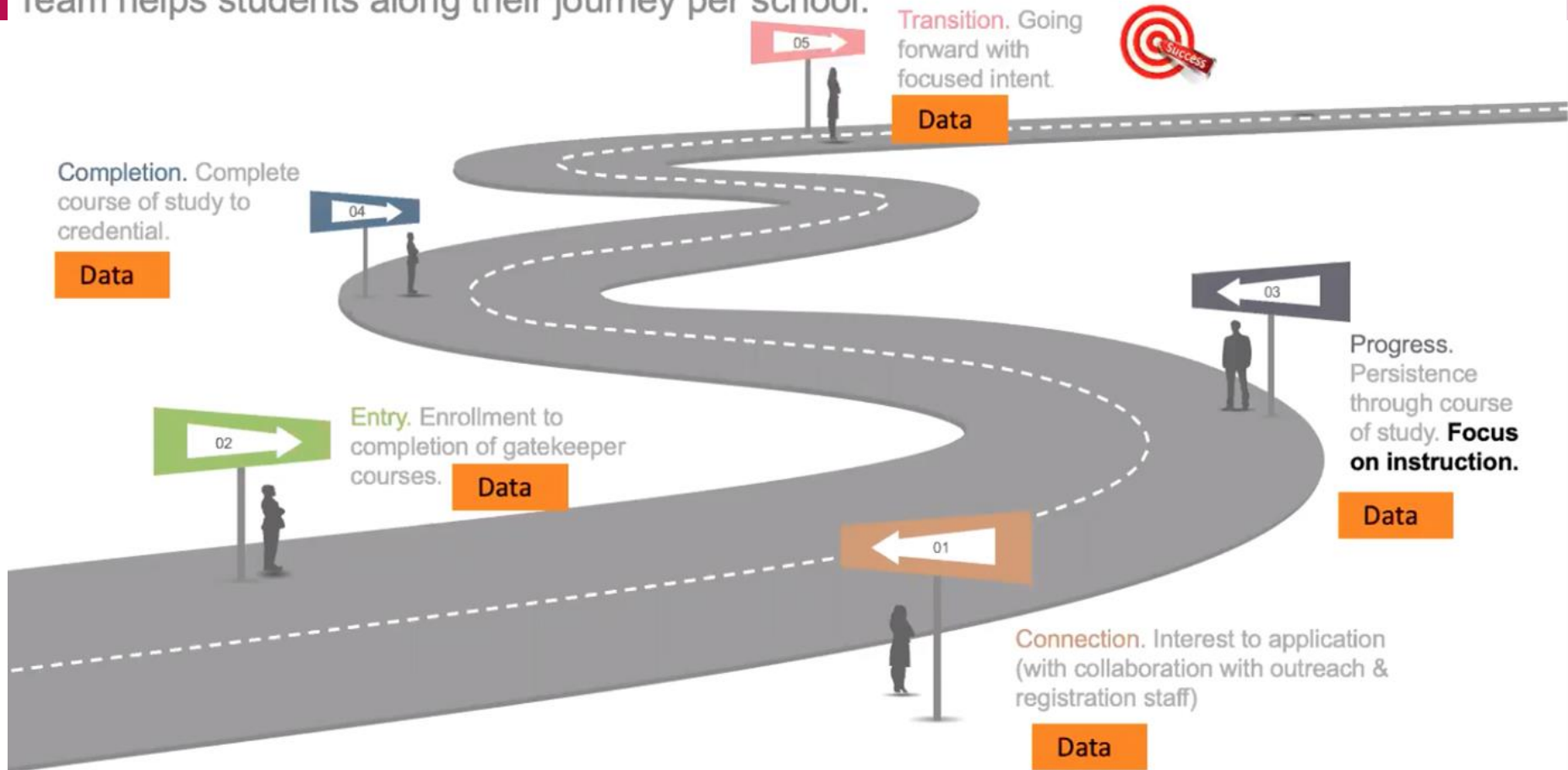
# HOW ARE WE USING DATA?

Trying to make information and knowledge about the student experience

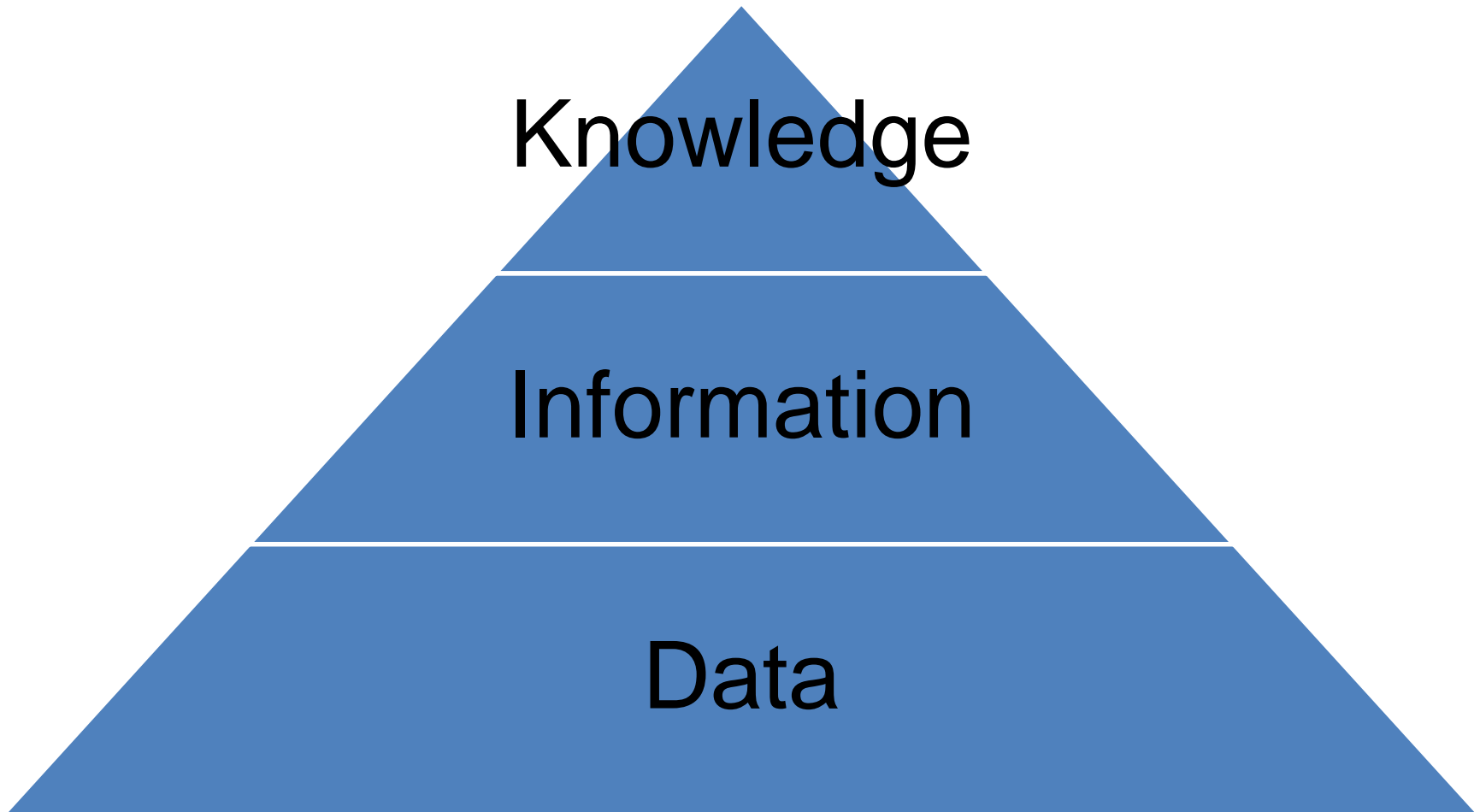
- All students and specific students



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

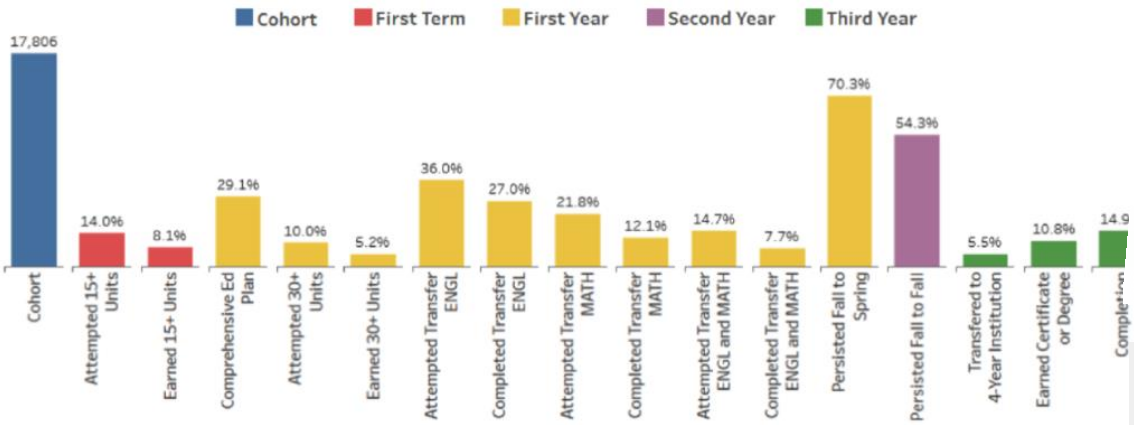


## Guided Pathways Metrics

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)

<b>Number of Students</b>	<b>Average Units Earned First Term</b>	<b>Average Units Earned First Year</b>	<b>Average Units Earned Three Years</b>	<b>Completion Three Years</b>
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](http://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                      Design 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**



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

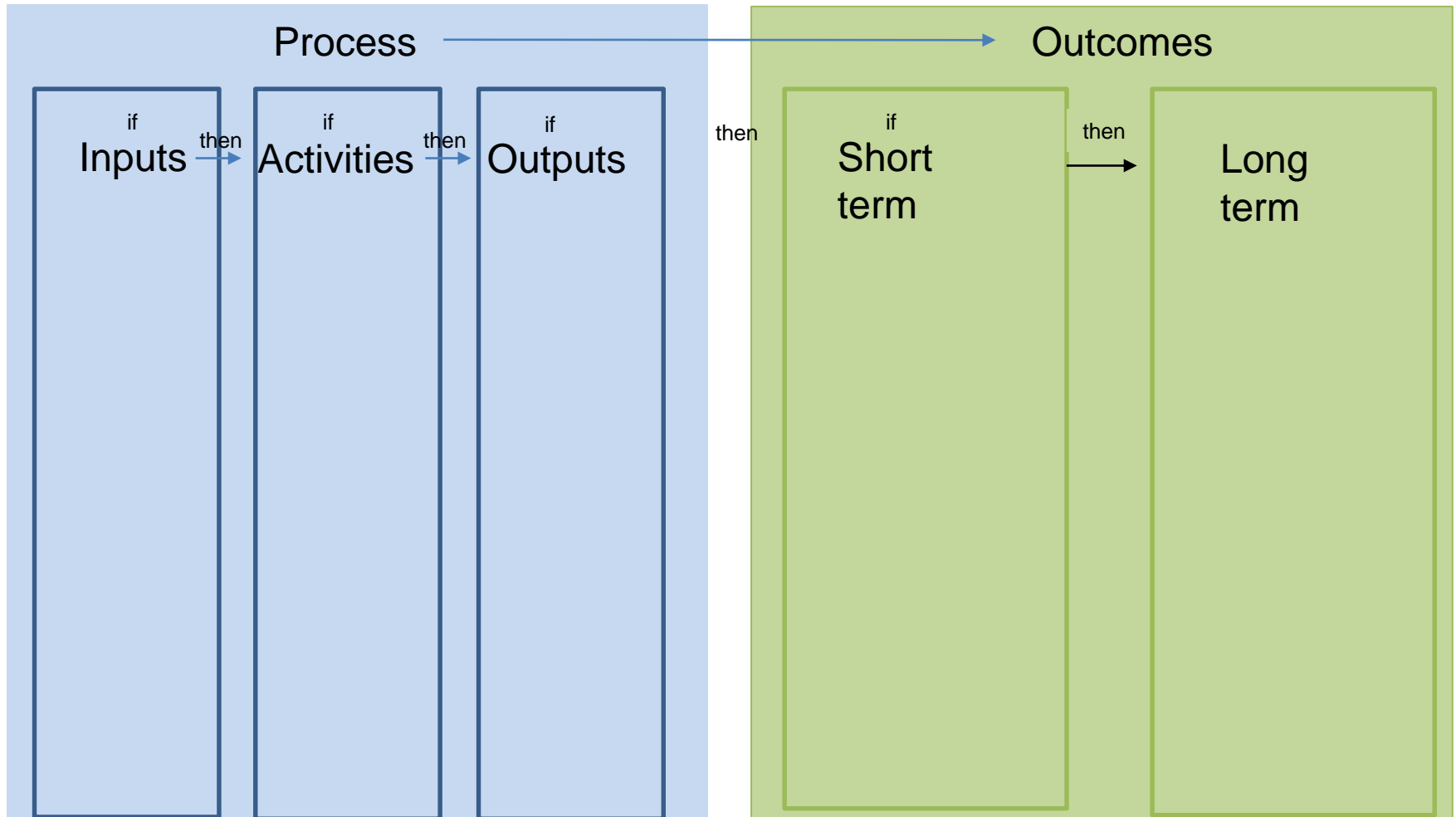
First-term at Compton College Dashboard

[will link these when the dashboards are ready]

# INTERVENTION

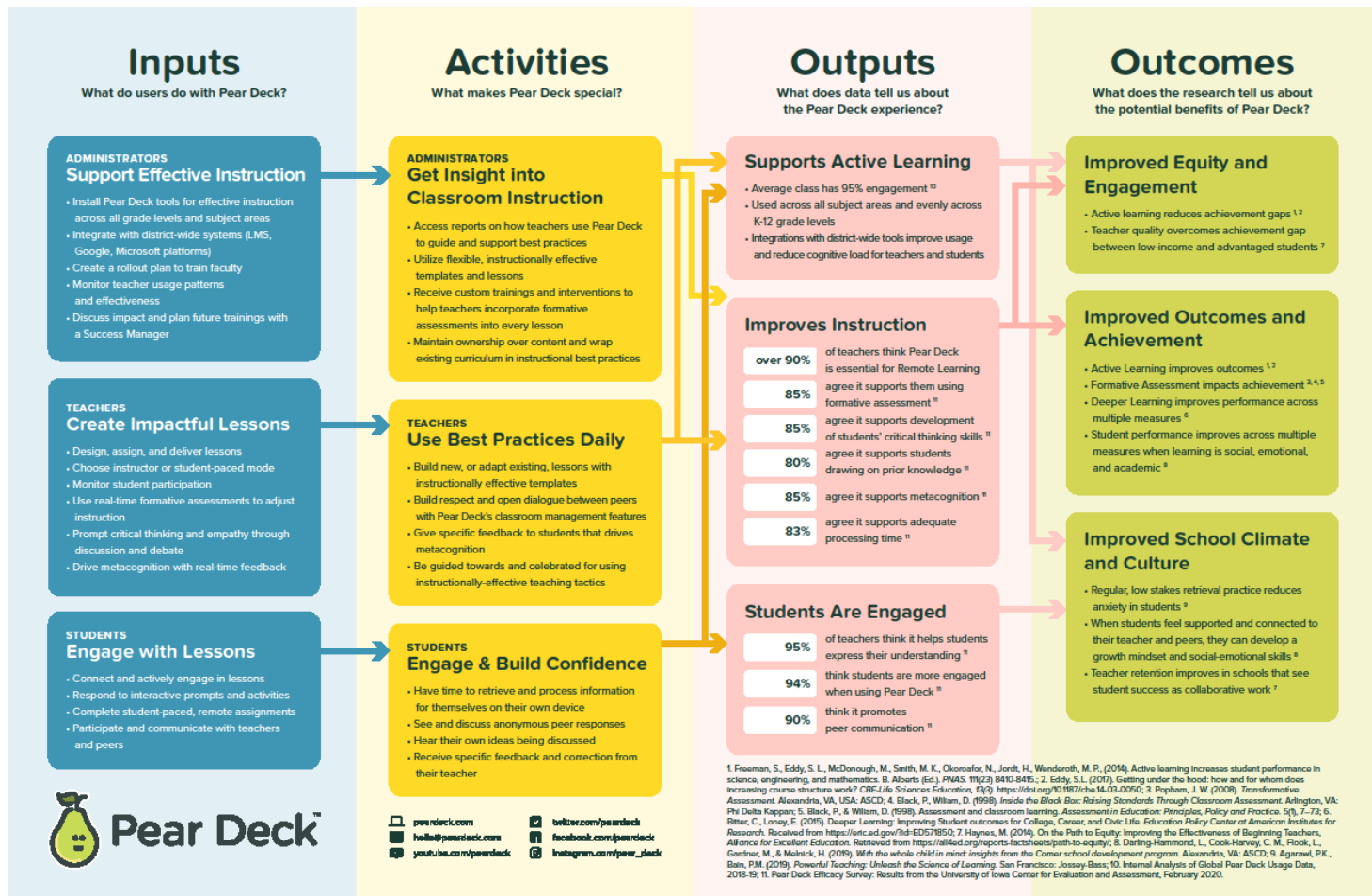
- Student-level, “live” data that can be used to target students for intervention
- Intervention always leads to improvement

# INTERVENTION – What is a logic model?

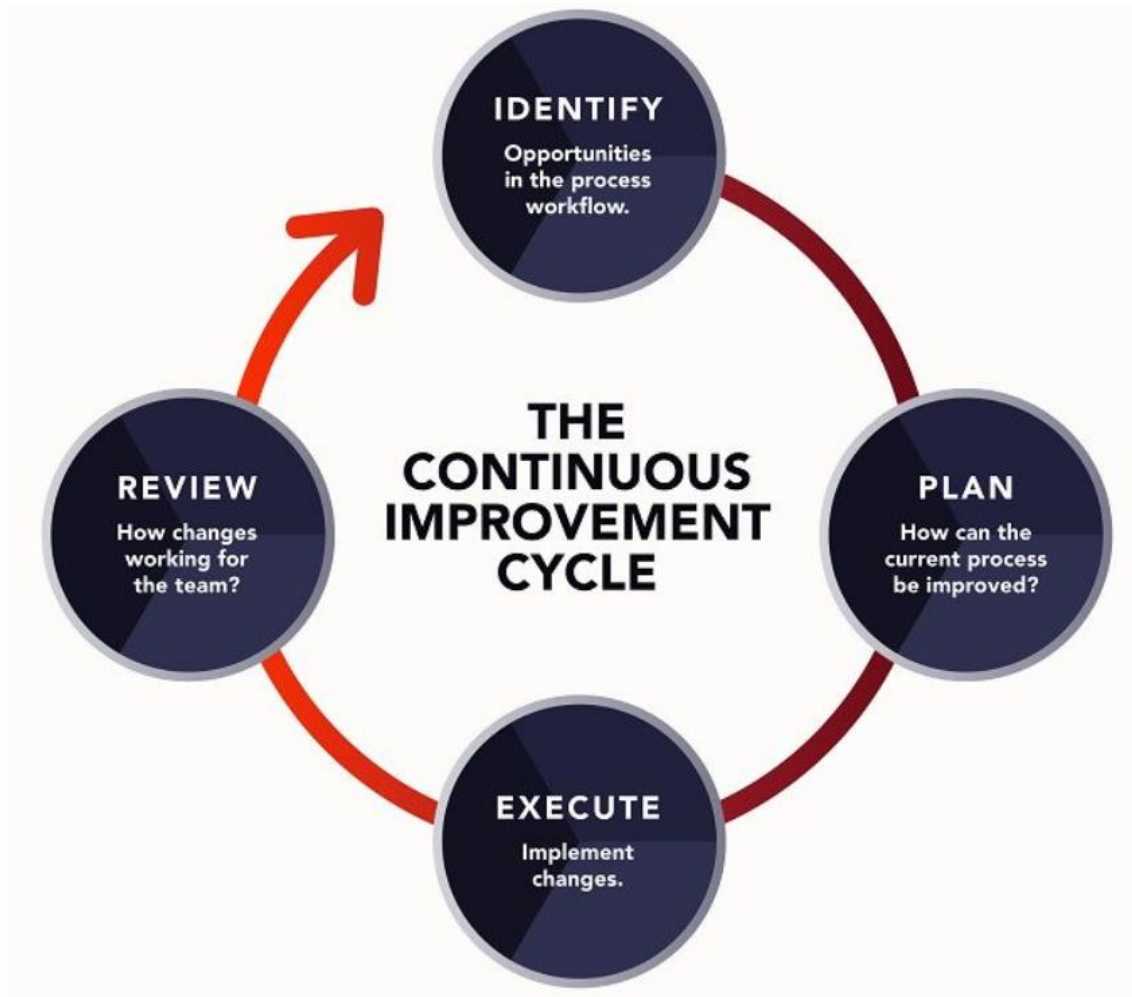




# Logic Model Example



# 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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**VP Academic Affairs**

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