SUPERHEROES – TURNING DATA INTO ACTION FIGURES

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ACCJC Conference – May 2nd 2019
PRESENETATION OVERVIEW

- A call to action
- Our origin story
- Our journey begins
- From Clark Kent to data super users
- With great power comes great responsibility
- Turning data into “action figures”
- The journey continues
- Questions?
A CALL TO ACTION
The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. (I.A.2)

The institution demonstrates a sustained and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (I.B.1)

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (I.B.3; ER 11)

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. (I.B.5)
OUR ORIGIN STORY

- End user access to action-related data was limited to:
  - Program Review data packets
  - Ad hoc reports
- Comprehensive Master Plan (Goal #3)
  - MCCD will institutionalize effective planning processes through the systematic use of data to make decisions
OUR JOURNEY BEGINS

- Created a Data Warehouse
  - PowerPivot Dashboards
- Purchased Tableau in August of 2017
- Started by converting existing paper reports to dashboards
- Goal to provide greater self-service to the campus community
MiraCosta Dashboards

Welcome to the MiraCosta College Dashboard Center! Please click on one of the links below to explore the available dashboards on a specific topic. If you have questions about any of the content linked below, please send an e-mail to the Office of Research, Planning and Institutional Effectiveness.

Practice your dashboard skills before diving into the data by going through the virtual Escape Room.

Board of Trustees Dashboards
Select Dashboards related to the operation of the college.

Business and Administrative Services
Information related to Facilities, Fiscal Services and Human Resources.

Strong Workforce and Career Education
Outcomes of students in Career Education programs, including post-college employment and salary information.

District-Wide Survey Information
Summaries of surveys distributed district-wide, including CCSE, M-PACE, National College Health Assessment and the Noncredit Student Satisfaction Survey.

Enrollment and Demographics
Dashboards for tracking enrollment trends and demographics down to the section level.

High School to MiraCosta Transition
Information that describes the students concurrently enrolled in high school, those enrolling at MiraCosta following graduation and the MiraCosta Promise program.

Noncredit and Adult High School Programs
All information related to noncredit programs, including diplomas, enrollment, demographics and SSSP services.

Program Review
Centralized location of data used to support Program Review.

Student Success and Equity
Collection of dashboards that explore student student success and equity issues. Includes information related to First-Year Forward, Guided Pathways, Learning Communities and SSSP.

Transfer, Awards and Graduation
Statistics on the speed and volume of students transferring from MiraCosta to a 4-year institution.
FROM GENT TO DATA SAVER USERS
FROM MILD-MANNERED RESEARCH ANALYST TO DATA DIVA
CONVINCING THE CAMPUS COMMUNITY THAT DATA IS NOT KRYPTONITE

- Committee Presentations
- Program Review Office Hours
- One-on-one Tutorials
- Dashboard of the Month
  - Scavenger Hunts
Dashboard of the Month: Scavenger Hunt

1. Of students who took only Distance Education (DE) courses starting in fall 2014, how many enrolled in only DE courses for all four terms displayed in the dashboard?

2. For these students, what was their course success rate in Term three?

Helpful tip: don’t forget to use filters and hover for tooltips!

Both questions need to be correct for you to be eligible to win. All correct answers emailed to Lisa Trescott by Thursday, March 21, by 5 p.m. will be entered into a drawing to win this week’s prize. Check next week’s MiraCostan for the correct answer and to see if you’re the winner. Good luck!
CONVINCING THE CAMPUS COMMUNITY THAT DATA IS NOT KRYPTONITE

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- Escape Room
ESCAPE ROOM

Before you start the Escape Room, be sure to start the timer below. Once you escape, stop the timer and send a screenshot of the open door and timer to Lisa Trescott to be added to the leaderboard.

Start/Stop 00:00:00.000  Reset

Welcome!  Challenge 1  Challenge 2  Challenge 3  Did you escape?  Leaderboard

DO YOU HAVE WHAT IT TAKES TO ESCAPE?

The goal of this digital escape room is to help you learn about and become more comfortable with things you will encounter on the MiraCosta College dashboard pages, such as filters, tooltips, and parameters. We hope that going through this escape room challenge will boost your confidence in interacting with and interpreting the data on our dashboards!

This escape room contains 3 challenges with 3 questions each. Beside each question is a drop-down menu where you will select your answer for each question.

If you get stuck on a question, hover over the help icon on the page to get a clue.

Get ready to sort, hover, and filter your way to victory! Answer all the questions correctly and you will escape the room! Before you start, be sure to start the stopwatch at the top of the screen. Once you finish, stop the clock and send a screen shot of the open door and your time to Lisa Trescott.

Can you escape?

Click the arrow to start the first challenge
1) How many Hispanic, female, Credit students were enrolled in Spring 2017?

2) Which summer term had the lowest enrollment count of Noncredit students?

3) In Fall 2017, what percent of students age 21 - 29 were Credit students?

This is a tooltip. You will often find more descriptive information in a tooltip than what is displayed on a chart.

In Fall 2014, 14,743 (87.2%) students were Credit students.
1) In Spring 2017, which demographic group of students attempted the most units on average?

2) What was the average GPA for the third largest age group (based on the number of students) of first time students in Fall 2016?

3) What is the average number of units completed by the gender group that attempted the most units in Fall 2018?
1) In which math course were non corequisite-taking students more successful than corequisite-taking students?

2) How many students received a “B” in ENGL100 when they took the course in conjunction with ENGL52?

3) How many more non corequisite-taking students withdrew from MATH126 compared to corequisite-taking students?

Corequisite-Taking Students
ENGL100 + ENGL52
41
25
32

Non Corequisite-Taking Students
ENGL100
69%

Note: Data is for Fall 2018

Did you escape?
Click the arrow to find out!
Congratulations! You have escaped the room! You're ready to explore the wonderful world of MiraCosta dashboards!
LEADERBOARD

DID YOU MAKE THE CUT?

<table>
<thead>
<tr>
<th>Name</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Parker</td>
<td>08:05</td>
</tr>
<tr>
<td>Clark Kent</td>
<td>08:17</td>
</tr>
<tr>
<td>Sue Storm</td>
<td>08:29</td>
</tr>
<tr>
<td>Bruce Banner</td>
<td>09:28</td>
</tr>
<tr>
<td>Diana Prince</td>
<td>10:01</td>
</tr>
<tr>
<td>Tony Stark</td>
<td>11:00</td>
</tr>
<tr>
<td>Matt Murdock</td>
<td>11:17</td>
</tr>
<tr>
<td>Linda Danvers</td>
<td>11:22</td>
</tr>
<tr>
<td>Bruce Wayne</td>
<td>15:45</td>
</tr>
<tr>
<td>Barry Allen</td>
<td>17:06</td>
</tr>
<tr>
<td>Steve Rogers</td>
<td>17:47</td>
</tr>
</tbody>
</table>
CONVINCING THE CAMPUS COMMUNITY THAT DATA IS NOT KRYPTONITE

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  - Scavenger Hunts
- Escape Room
- Coming Soon: Data Bingo
WITH GREAT POWER COMES GREAT RESPONSIBILITY
ADDING TO THE UTILITY BELT

What question are you trying to answer?

What measures or metrics will answer the question?

What will you do with the information provided?

We have enough data to move from TALK to ACTION

(although we may need more to GUIDE the actions)
TURNING DATA INTO "ACTION FIGURES"
GRADE DISTRIBUTION BY COURSE

Success by Instructor
Credit Only

This dashboard addresses only credit courses based on the filtered criteria on the right-hand side of the page. Hover your mouse over the question mark icons to learn more about that specific filter.

Success by Course and Instructor

Grade Distribution by Faculty Member

Note: Semesters that are not yet completed will have success rates of "0%". Courses with no instructors are those taken via Credit by Exam.
GUIDED PATHWAYS: OVERVIEW

Guided Pathways Milestones
All Students

This overview examines the achievements of students within the cohorts, regardless of the number of units attempted in their first fall term. Given the length of time involved in these cohorts, it is possible that not all data will be available at this time. Please note the final terms associated with each metric.

3,307

Number of Students

Earned 24 Units in Year 1
19.2%
Final data for year 1 will be ready following: Spring 2016

Earned 48 Units by the End of Year 2
14.2%
Final data for year 2 will be ready following: Spring 2017

Earned 60 Units by the End of Year 3
16.7%
Final data for year 3 will be ready following: Spring 2018

Earned a Degree, Certificate, Transfer by the End of Year 3
18.7%

Term 1
Year 1
Year 2
Year 3

Note: In the 13-14 academic year, there were data collection issues with Matriculation and Comprehensive Ed Plan services. For this reason, selecting this year will result in low or empty charts.
SPARTAN START

- Fall 2017
  - On-ground orientation (Spartan Start) was first implemented
  - Focus Groups conducted
    - Main areas for improvements
      - Timing and Structure
        - Presentation fatigue
        - Need to add breaks
    - Add a campus tour
SPARTAN START

- **Spring 2018**
  - Changes made based on Fall 17 Focus Group feedback:
    - Timing and Structure
      - Activity-based
    - Campus Tour was added
  - Conducted a Focus Group

Frankly when I saw 15 minutes for clubs and services fair I was actually laughing because I thought that was ridiculous.

We didn’t really have time to eat, it was going so fast.

We didn’t go out to the gym and we didn’t cross any streets or anything like that...you could kind of do it yourself.
SPARTAN START

- **Fall 2018**
  - Main areas of change based on Spring 2018 focus groups:
    - Timing and Structure
    - Activities + Presentations
      - Staff shuffle
    - Introduced Academic and Career Pathways (ACP), presented by Career Center
  - Enhanced campus tour
  - Conducted a survey to assess effectiveness

_I felt that everything was organized wonderfully & it was extremely informational & fun!_

*Perhaps a bit more detail in the campus tour, or the handing out of a campus map*

*they could give a tour of the whole campus if possible*
SPARTAN START

- **Spring 2019**
  - Main areas of change based on Fall 2018 survey:
    - Enhanced campus tour
      - Students had class schedule with them
      - Classrooms were visited
      - Separate tour of the library was provided
      - Staff shuffle incorporated into tour
    - ACP Presentation
      - Presented by ACP faculty rather than the Career Center
    - Conducted a survey to assess effectiveness
SPARTAN START

Spring 2019 respondents are in stronger agreement that they know how to get around campus and know what an ACP is compared to Fall 2018

Each statement began with the lead in phrase, “As a result of attending Spartan Start…”
Respondents indicated how strongly they agreed with each statement on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree)
SPARTAN START

ACP was most helpful. It put everything in perspective and showed the opportunities with that career path.

[The most helpful part of Spartan Start was] showing me around the campus and where my class was going to be.
THE JOURNEY CONTINUES

- Much greater demand for self-reflective level data at the faculty level
- Broader conversations across departments and divisions
- Self-service usage increased and new questions emerged
- Common source of data allows for less concern over methodology and more time spent on the task at hand
QUESTIONS?

Riddle me this...
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