Data Summits: A Focus on Student Achievement

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Overview of Today’s Presentation

1. Presentation Objective
2. About FSCJ
3. History of Data at FSCJ: From Skepticism to Open Conversations
4. Overview of Previous Data Summits
5. Ties to 8.1 and 8.2
6. Questions/Discussion
Presentation Objective
Presentation Objective

• Learn how FSCJ is using Data Summits to enhance data capacity in student achievement areas such as assessment, retention, and graduation.

• Learn how these bi-annual summits involve presenting student focused data in an interactive format which is followed by discussion and report out.

• Understand that the goal of the Data Summits is to increase institutional use and knowledge of data to improve student success.
  • The ties to 8.1 and 8.2.a are a bonus!!
About FSCJ
College Characteristics

Large, urban college in Northeast Florida: Serves Duval County (Jacksonville) and Nassau County

Approximately 45,000 unduplicated students annually

4 Campuses and 4 Centers

Primarily Associate Degree Awarding, but offers 13 applied Bachelor’s Degrees
FSCJ Student Demographics

58.9% Women
41.1% Men

Average Age: 28

77.9% Full Time
22.1% Part Time

African American: 26.3%
Hispanic: 11.2%
White: 45.8%
Influencers Leading Up to Summits

Achieving the Dream

ACHIEVE 2020
FSCJ STRATEGIC PLAN 2017-2020

Oracle
PeopleSoft

Enrollment plunge

Florida State College at Jacksonville
History of Data at FSCJ: From Skepticism to Open Conversations
Data Then

• Data used punitively
• No trust in the data
• No standard reports or dissemination
• No agreed upon data
• Data not easy to find
Data Now

• Data used as a tool for learning and growth
• Query Management/Gold Standard Queries
• Data sent out on regular schedule
• Data Library
• Everyone wants to use data (a blessing and a curse!)
What happened

• New ERP, New data beginning
• Data Governance Structure
• Student Success Data Team
• IR and Reporting working jointly
• IR a connector of disparate groups working with data
• Query Management moved to IR
What Is Happening

• Developing the institutional capacity for a shared understanding about data, what is available, how to request access, how to use the data, and who to contact to obtain data

• Developing process of getting good data into the system, maintaining those data once captured, identifying data to collect, operationalizing data definitions, and then making data available

• Data owners understanding of their responsibility in the maintenance and monitoring of data
Overview of Previous Data Summits
Topics of Previous Data Summits

• Began as part of our ATD work
• Spring 2018
  • 1: Focus on retention, completions, and job/placement transfer data
  • 2: Focus on grade analytics dashboards
• Fall 2018
  • Using Assessment to Improve Student Learning
• Spring 2019
  • Student Voice: Non-Matriculate Survey, CCSSE, Graduate Survey
• Fall 2019
  • Retention
Flow of Typical Data Summit

• Scheduled for three hours; plan on 2.25 hours
  • Welcome
  • Present Data
  • Discussion/Activity
  • Present Data
  • Discussion/Activity
  • Present Data
  • Discussion/Activity
  • Close
Example Slides

Active and Collaborative Learning

- From 2015 to 2018 has the benchmark of Active & Collaborative Learning
  - A) Increased
  - B) Decreased
  - C) Stayed the same
Example Activity

Activity

Based on the 2018 CCSSE results, below are our five aspects of highest student engagement and five aspects of lowest student engagement:

- Frequency: Career counseling
- Frequency: Academic advising/planning
- Number of books read on your own (not assigned)
- Number of assigned textbooks, manuals, books, or book-length packs of course readings
- Providing the support you need to help you succeed at this college
- Frequency: Peer or other tutoring
- Talked about career plans with an instructor or advisor
- Participated in a community-based project as part of a regular course
- Frequency: Skills labs (writing, math, etc.)
- Helping you cope with your non-academic responsibilities (work, family, etc.)

In no particular order, try to place our five highest and five lowest aspects of student engagement.
Another Example

### FSCJ Student Success Data - Retention Disaggregated

<table>
<thead>
<tr>
<th>Fall to Fall Retention</th>
<th>Fall 2013 to Fall 2014</th>
<th>Fall 2014 to Fall 2015</th>
<th>Fall 2015 to Fall 2016</th>
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<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Returned</td>
<td>Rate</td>
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<tr>
<td>Hispanic</td>
<td>1105</td>
<td>598</td>
<td>54.1%</td>
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<tr>
<td>White</td>
<td>7645</td>
<td>4028</td>
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<tr>
<td>Black</td>
<td>4617</td>
<td>2066</td>
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</tr>
<tr>
<td>Asian</td>
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<td>318</td>
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<tr>
<td>Multiple races</td>
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<td>274</td>
<td>51.5%</td>
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<td>Gender</td>
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<tr>
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<td>3257</td>
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<tr>
<td>Female</td>
<td>9116</td>
<td>4932</td>
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<tr>
<td>Fall Status</td>
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<td></td>
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<tr>
<td>Fall</td>
<td>3487</td>
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<tr>
<td>Non Fall</td>
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<td>3598</td>
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<tr>
<td>Disability Status</td>
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<td></td>
<td></td>
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<tr>
<td>Not Disab</td>
<td>3229</td>
<td>814</td>
<td>61.1%</td>
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<tr>
<td>Disab/EP</td>
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<td>7475</td>
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<tr>
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<td>2880</td>
<td>58.3%</td>
</tr>
<tr>
<td>Part Time</td>
<td>11466</td>
<td>5409</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

### Retention Activity

- Review the data and discuss the following questions:
  - What important points seem to stand out?
  - What are some patterns or trends that are emerging?
  - What inferences and explanations can we draw from these data sets?
  - What tentative conclusions might we draw?
Summit Evaluation

• 3 Likert Scale Questions:
  • This event made me aware of data that will help me in my position at FSCJ.
  • The information presented was applicable to my position at FSCJ.
  • I would like to participate in future data-related events at FSCJ.

• 3 Open Response Questions:
  • What additional information would be useful to you to help you better perform your job duties to increase the success of FSCJ students?
  • What did you like most about this event?
  • What about this event could be improved?
Lessons Learned

• Have representation of all college divisions present
• Purposefully include speakers from different college divisions
• Incentivize attendance if possible
• Write down questions from discussion and follow up
• Continue on, the more you do, the bigger the audience
Ties to 8.1 and 8.2
8.1 (Student Achievement)

• The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

• FSCJ’s measures to document student success:
  • IPEDS Graduation Rate (Summit 1 and 4)
  • Fall-to-Fall Retention Rate (Summit 1 and 5)
  • Completion Counts (Summit 1 and 5)
  • Entry-Level Wages (Summit 1)
8.1 (Student Achievement)

• Connecting 8.1 Student Achievement measures and Data Summit topics has enabled our institution to have Collegewide discussions of these critical data
• Data also published online and in our College’s Fact Book
8.2.a (Student Outcomes: Educational Programs)

• The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of results for student learning outcomes for each of its educational programs.

• Fall 2018 Data Summit focused on two programs’ common assessment strategy:
  • Accounting Technology A.S.
  • Business Administration A.S.
8.2.a – Business Programs’ Assessment

• Peregrine Common Professional Component (CPC) Exam
  • Multiple choice exam covering 13 topics including
    • Accounting
    • Business Ethics
    • Leadership

• Inbound and outbound students are tested each year

• Results provide
  • Topic analysis
  • Comparison of inbound vs. outbound students
  • Benchmark against ACBSP institutions
Questions/Discussion
Presenter Contact Information

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