
Data Summits: A Focus on Student Achievement

Presented by:

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Overview of Today's Presentation



Presentation Objective

About FSCJ

History of Data at FSCJ: From Skepticism to Open Conversations

Overview of Previous Data Summits

Ties to 8.1 and 8.2

Questions/Discussion

Presentation Objective

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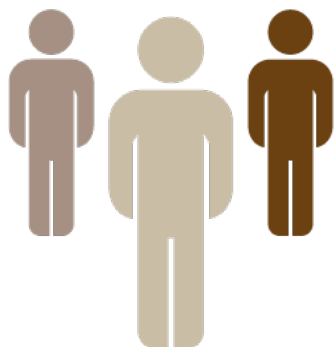
- Learn how FSCJ is using Data Summits to enhance data capacity in student achievement areas such as assessment, retention, and graduation.
- Learn how these bi-annual summits involve presenting student focused data in an interactive format which is followed by discussion and report out.
- Understand 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

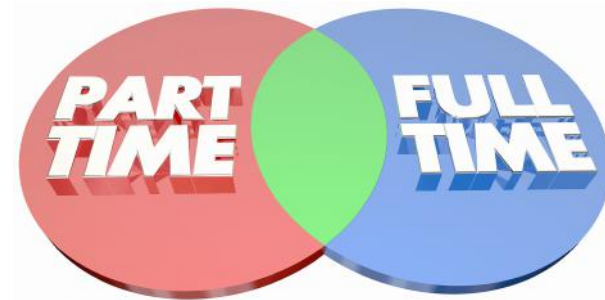


Primarily Associate Degree Awarding, but offers 13 applied Bachelor's Degrees

FSCJ Student Demographics

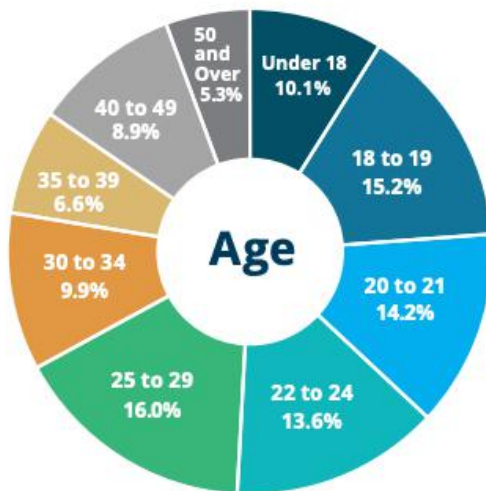


58.9% 41.1%



77.9%

22.1%



Average Age:
28



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



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

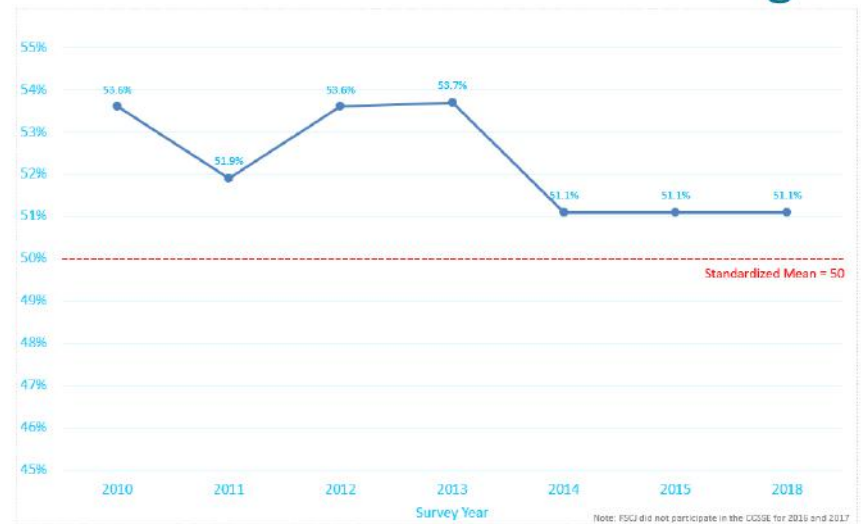
- Scheduled for three hours; plan on 2.25 hours
 - Welcome
 - Present Data
 - Discussion/Activity
 - Present Data
 - Discussion/Activity
 - Present Data
 - Discussion/Activity
 - Close

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

Active and Collaborative Learning



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

Fall to Fall Retention	Fall 2013 to Fall 2014				Fall 2014 to Fall 2015				Fall 2015 to Fall 2016				
	Cohort	Returned	Rate	Change Over Prior Year	Cohort	Returned	Rate	Change Over Prior Year	Cohort	Returned	Rate	Change Over Prior Year	
Cohort	16325	8289	50.8%	1.4%	14823	7466	50.4%	-0.4%	13762	6869	49.9%	-0.5%	
Race/ Ethnicity	Hispanic	1105	59.8%	5.5%	1186	581	49.0%	-5.1%	1236	603	48.8%	-0.2%	
	White	7665	40.2%	0.9%	7134	3724	52.2%	-0.3%	6726	3474	51.7%	-0.6%	
	Black	4617	20.6%	44.7%	4023	1816	45.1%	0.4%	3568	1627	45.6%	0.5%	
	Asian	530	31.8%	60.0%	-0.3%	502	317	63.1%	3.1%	498	287	57.6%	-5.5%
	Multiple races	529	27.4%	51.8%	-0.5%	517	260	50.3%	-1.5%	514	246	47.9%	-2.4%
Gender	Male	6899	33.57%	48.7%	1.1%	6317	3009	47.6%	-1.0%	5838	2768	47.4%	-0.2%
	Female	9416	49.32%	52.4%	1.7%	8505	4457	52.4%	0.0%	7877	4084	51.8%	-0.6%
Pell Status	Pell	8482	42.91%	50.6%	1.5%	7592	3904	51.4%	0.8%	6680	3416	51.1%	-0.3%
	Non-Pell	7843	39.98%	51.0%	1.3%	7231	3562	49.3%	-1.7%	7082	3453	48.8%	-0.5%
Disability Status	Disabled/LEP	1329	81.4%	61.2%	1.9%	1308	797	60.9%	-0.3%	1209	715	59.1%	-1.8%
	Not Disabled/LEP	14996	74.75%	49.8%	1.3%	13515	6669	49.3%	-0.5%	12553	6154	49.0%	-0.3%
Full or Part Time	Full-time	4859	28.80%	59.3%	0.4%	4030	2409	59.8%	0.5%	3531	2110	59.8%	0.0%
	Part-time	11466	54.09%	47.2%	1.8%	10793	5057	46.9%	-0.3%	10231	4759	46.5%	-0.3%

Office of Institutional Effectiveness & Accreditation

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

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