The Good, the Bad, and the Ugly: Using Data to Improve Student Outcomes

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Session Description

- In this session, the presenter will discuss how the strategic use of qualitative and quantitative data led to improved student outcomes at a comprehensive community college. Participants will identify ways administrators and faculty can work together to identify leading indicators for change.

Session Outline

- Leading indicators for change
- WKCTC examples
The mission of West Kentucky Community and Technical College is to provide excellence in teaching and learning, promote student success, and support economic development.

Creating a Data-Informed Culture in Community Colleges

- Provide and present data in a way that is useful, useable, and actionable.
Kubler-Ross Stages of Viewing Data

1. Denial:
2. Anger:
3. Bargaining:
4. Hopelessness:
5. Acceptance:

The 4 Disciplines of Execution (4DX)

- Focus on the Wildly Important
- Act on the Lead Measures
- Keep a Compelling Scorecard
- Create a Cadence of Accountability

Focus on the Wildly Important Goal(s)

<table>
<thead>
<tr>
<th>Number of Goals</th>
<th>1-3</th>
<th>4-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals Achieved with Excellence</td>
<td>1-3</td>
<td>1-2</td>
</tr>
</tbody>
</table>
Act on the Lead Measures

Lag Measure
- Big goals

Lead Measure
- Steps to reach the goal

Types of Lead Measures

Intermediate Outcome
- “Bite” of the lead measure that are achievable on a shorter term

Leveraged Behaviors
- Specific behaviors that impact the outcome

Act on the Lead Measures

Lag Measure:
- Improve fall-to-fall retention rate from X to Y by DATE.

Lead Measure:
- Improve fall-to-spring retention rate from XX to YY by DATE.
  (Intermediate measure)
- Implement an early alert system.
  (Leveraged behavior)
Keep a Compelling Scorecard

Create a Cadence of Accountability
- Regular and ongoing discussion

Focus on the Wildly Important
Focus on the Wildly Important

- Mission
- Funding
- Accountability

WKCTC Strategic Planning Mandates

- Kentucky Community and Technical College System (KCTCS) Strategic Plan
- Performance Based Funding
- Council on Postsecondary Education (CPE) Strategic Agenda
- CPE Diversity Plan
Act on the Lead Measures

Lead Measure: Sources
- Achieving the Dream
- Completion by Design
- Voluntary Framework for Accountability
- National Benchmarking Project
- Community College Research Center (CCRC)
- Center for Community College Student Engagement (CCSSE)

Align Lead Measures and Leveraged Behaviors
Backward Mapping to Connect Lag and Lead Measures

Act on the Lead Measures

- Focuses on what needs to be accomplished, not how
- Predictive
- At least 80% actionable by the unit
- Ongoing process, not "one and done"
- Measurable
Keep a Compelling Scorecard

Creating a Data-Informed Culture in Community Colleges
- Provide and present data in a way that is useful, useable, and actionable.

Create a Cadence of Accountability
Who is Responsible?

**Lag Measure:**

<table>
<thead>
<tr>
<th>Lead Measure</th>
<th>Current Result</th>
<th>Desired Result</th>
<th>Deadline</th>
<th>Measurement</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>

- Focuses on what needs to be accomplished, not how
- Predictive
- At least 80% actionable by the unit
- Ongoing process, not “one and done”
- Measurable

**RASIC Matrix**

<table>
<thead>
<tr>
<th>Person A</th>
<th>Person B</th>
<th>Person C</th>
<th>Person D</th>
<th>Person E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1.1</td>
<td>R, A</td>
<td>S</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Task 1.2</td>
<td>A</td>
<td>I</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Task 1.3</td>
<td>I</td>
<td>R</td>
<td>S</td>
<td>I</td>
</tr>
<tr>
<td>Task 2.1</td>
<td>A</td>
<td>R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- R = Responsible
- A = Approves
- S = Supports
- I = Informed
- C = Consulted

Monitor Progress

- Quantitative data to date
- Disaggregate
- Qualitative data
Questions?

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