Using Data and Action Research Projects to Increase Engagement

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Discuss shift in how we use data
Share information about Leeward’s AtD funded Data Team project
Review examples of Data Team work
Discuss proposed next steps to encourage increased dialogue using data research for decision-making
From Evidence to Action

- Shift from “culture of evidence” to “culture of inquiry”
- Traditional model of IR is also changing
- Emphasis on dialogue and collaboration about student learning
- Closing the loop!
The Old Way of Doing Things

Primary Responsibility

- Faculty/Staff
- Researcher

Key Features
- Request-driven
- Highly delineated tasks
- Emphasis is on generating metrics
Collaborative Model of Institutional Research

Primary Responsibility
- Faculty/Staff
- Researcher
- Joint Activity

Key Features:
- Dialogue-rich
- Jointly-driven processes

Collaborative Dialogue on Student Success

- Determine what evidence will help answer the questions
- Collaboratively explore research questions
- Conduct research & analysis
- Dialogue to interpret results
- Explore next steps
- Act on findings
- Research Request

Dialogue Request
Leeward’s Data Teams

- Three consultants with CC backgrounds
- Two in-person visits (November and March)
- Virtual visits in between through Skype and teleconferencing
- Website to host conversations, reflections, results, and recommendations
- Involved 52 faculty, staff, and administrators on 6 teams
Goals of Data Teams

* To help faculty and administrators to use data more effectively
* To encourage connection and collaboration among faculty and administrators
* To explore ideas or tools that would help the college build information capacity and promote evidence-based decision-making
Process of Data Teams

- Identifying research interests
- Collecting data
- Analyzing data
- Sharing and reflecting of results
- Developing an action plan
Data Team Projects

- CTE Data Team
  - Focused on “gatekeeper” classes (ACC 201 and ACC 124)
  - Interested in differences between online versus face-to-face instruction
  - Surveyed students on how they spent time outside of class
  - Reviewed impact of financial aid on successful completion rates
  - Considered how changes in textbook and required attendance impacted successful completion rates
Data Team Projects, cont’d

- Language Arts Team
  - Focused on ENG 100 students
  - Investigated how success skills may impact successful completion rates
  - Held focus groups with selected classes
  - Group felt it was important to dialogue with students and implement changes to their classes based on discussions
Data Team Projects, cont’d

- Leeward CC Waianae Team
  - Focused on tracking cohorts of students
  - Investigated what makes some college students successful
  - Developed handout of tips from students on how to be successful
Results of Data Teams

- Each data team received numerous data reports throughout the year
- IR staff provided additional analysis and collaborated with the data teams
- All data teams shared results at an end of year “Talk Story” with the Chancellor and other participants
- 79% of participants said the process of collaborating in data teams was rewarding
- 87.5% of participants said they have a better idea of the kinds of data available and how the data might be used
Overall focus on Student Success since 2010 has led to following results:

- Increase in number of graduates by 27%
- Increase in number of transfers by 32%
- Decrease in number of “gatekeeper” courses by 18%
- Decrease in number of courses with < 70% successful completion rate by 16%
- Major curriculum changes in DevEd courses
Next Steps for OPPA

* Making institutional research and data more accessible
  * Working to develop online, on-demand access to common data reports
  * Recently began distributing a short newsletter (Data Points) to campus on current data research and results
Helping administration to understand, engage with and apply data in decision-making

- Providing better access to online data with an institutional perspective
- Researching and sharing information about institutional effectiveness on a national level
- Increasing dialogue with administrators at administrative meetings on institutional effectiveness data
Next Steps for OPPA, cont’d

* Working with faculty and supporting professional development by
  * Guiding faculty through research design and data collection and analysis
  * Providing data support for Student Success Committee mini-grant applications
  * Facilitating Faculty Inquiry Groups
Engaging faculty in dialogue about using data to inform instruction—for example,

- Student demographics
- Placement tests results
- Community College Survey of Student Engagement (CCSSE)
- Student course taking history
- Student performance data
- Learning outcomes assessment data
Encouraging collaboration among IR staff and faculty members through Faculty Inquiry Groups

- Start with a small group of faculty interested in the same course
- Meet with them on a regular basis as they design research project and implement
- Share insights and findings
- Facilitate reflection and peer review
Discussion

- How do we draw faculty, staff and administrators into regular conversations about using data for decision-making?
- How do we establish support for Faculty Inquiry Teams?
- How do we motivate instructional faculty to work together to use data to affect student outcomes and drive better results?