Data Management

1. Where does the data live?
2. Data Sharing Tour
3. Student Success What’s trending?
4. Impact from the Pandemic
5. Retention Ecosystem – What’s Possible?
WHERE DOES THE DATA LIVE?

Making sense of large volumes of data
WHERE DOES THE DATA LIVE

• Inventory is essential

1. History and Historical data
2. Continuous review, assessment, change, and experimentation
3. Build partnerships
4. Innovatively integrating technology into educational experiences
5. Providing a supportive work environment that encompasses involvement, open communications, a spirit of collegiality and an appropriate reward system
DATA SHARING TOUR

Click on Fall 2020 & Spring 2021 to view calendars.

1. Foster connections and conversations
2. Discover new insights
3. Faculty involvement
4. Create a safe space to explore data
STUDENT SUCCESS WHAT’S TRENDING?

- New ways to see the retention and completion ecosystem
- Beyond IPED’s data
- Student Lifecycle

First Year  Sophomore  Junior  Senior
# SYSTEMS TO EXPLORE TOGETHER

## Student Engagement and Success Dashboards

- **Grades App**
- **Graduation Outcomes by Schools and Majors**
- **Transfer Student Data Visualization**
- **Dean's Dashboards (School View of Data)**
- **Student Success Retention Data**

## Campus Conversations

What’s on your retention data wish list?

ses@ggc.edu
How can the past help inform the future?

1. Students Who Registered Late – Fall and Spring

2. Students who enroll Fall and Stop Out Spring

3. Equity Gaps in Completion
   - English 1101/1102
   - Student Retention and Graduation by Populations
   - Math 1101/1102

4. D2L_Usage

5. Satisfactory Academic Progress by Schools and Majors
STOP OUT - EXAMINE TRENDS
FALL 2020 - ATTRIBUTES

- Fall 2020 – Retained when GPA is greater….

- 2527 -Fall 2020 Students most likely to leave when….
FINANCIAL AID WARNING BY SCHOOLS

Spring 2021

[Bar chart showing financial aid warning and probation by school]
Target: 70% of incoming class in a LC experience

<table>
<thead>
<tr>
<th>Term</th>
<th>LC #</th>
<th>Total Students*</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>6</td>
<td>75</td>
<td>Pilot Semester</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>13</td>
<td>181</td>
<td>3 First-Gen focused LCs</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>124</td>
<td>2678</td>
<td>Large scaling of LCs</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>107</td>
<td>2773</td>
<td>15 include FYS</td>
</tr>
</tbody>
</table>

Data example: Scaling of first-year Learning Communities is highlighted, drawing partly on transactional data for number of students in LC classes. Snapshots can inform decision-making to improve student recruitment, retention, and completion.
Expand trends

Momentum Year

- Making a *purposeful* program choice
- Creating a *productive* Academic Mindset
- Attempting the first 30 hours of a *Clear Pathway*
- Attempting 9 hours in Academic Focus
- Complete initial *English* and *Math*
Lessons Learned from students

Beliefs about Success

1 in 3
Students are not sure if they can be successful this semester.

Fall 2020

I can be successful
54%
Strongly Agree & Agree

What students believe about their ability to be successful is important. How can we help students believe in their ability to be successful?

79%
I can still complete my degree as planned

73%
In spite of COVID concerns, I can be successful in my courses

Summer 2020

40%
Worry about “doing well in college” in online classes

86%
I can still be successful in my courses

Spring 2020

71%
I can still complete my degree as planned
Lessons Learned from Faculty -
Equipping students for online readiness

Sample Online Readiness Self-Assessment

<table>
<thead>
<tr>
<th>Answers that indicate an online course is a good choice</th>
<th>Weight</th>
<th>Answers that indicate an online class may not be a good choice at this time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am comfortable and proficient at creating, saving,</td>
<td>1</td>
<td>I am not comfortable or proficient working with file on a computer.</td>
</tr>
<tr>
<td>locating, and opening different types of files on a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>computer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have reliable access to a high-speed Internet</td>
<td>2</td>
<td>I have regular access only, a dial-up modem for Internet access.</td>
</tr>
<tr>
<td>connection (DSL, cable, dial, etc).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to check my official csubu email account</td>
<td>1</td>
<td>I have never checked my official csubu email account (FAQ)</td>
</tr>
<tr>
<td>and I can access it regularly to check for new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>messages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have access to a webcam and microphone for simple</td>
<td>2</td>
<td>I do not have a webcam or microphone, or I will need to borrow those</td>
</tr>
<tr>
<td>multimedia participation.</td>
<td></td>
<td>things.</td>
</tr>
<tr>
<td>I have no problem retaining information if I read it.</td>
<td>2</td>
<td>I retain information better if it is spoken directly to me.</td>
</tr>
<tr>
<td>I am comfortable using online discussion forums.</td>
<td>1</td>
<td>I have never really posted messages to an online forum before.</td>
</tr>
</tbody>
</table>

Online is good choice = Total

Online may not be a good choice

Lessons Learned from Faculty -
Studying in online class formats

Top Ten Study Habits

1. Write your assignments in a notebook.
2. Plan a regular study time for each day.
3. Find a comfortable and quiet study place.
4. Turn off the phone, TV, and music.
5. Keep all supplies in your workspace.
6. Make sure you have plenty of light.
7. Take notes on information you read.
8. Ask someone to review your work.
10. Keep your work in a place ready for school.

https://www.csustan.edu/academics/online-programs/online-readiness-self-assessment
OTHER TYPES OF DATA SOURCES – ADVISING

• Fall 2020 appointments – Higher levels of support for students
• Why is this important?
• How might find other ways to support students?

1. Week of August 10: 862 visits
2. Week of September 28: (Mid-term/Withdrawal deadline): 460 appointments
3. Week of October 19: registration – 341 appointments
4. 107 visits to the SES Advising virtual drop-in room since Jan 4.
Academic Enhancement Center

1. Total Tutoring Sessions: ___ sessions
2. GGC-tutor Facilitated Sessions: ___ sessions
3. Smarthinking-tutor Facilitated Sessions: ___ sessions
4. Circlein - _____ students joined
5. Peer Supplemental Instruction: ___ students

High Demand Subjects
- MATH2210
- MATH1113
- Synchronous Writing Tutoring
- Asynchronous Writing Tutoring
- General Chemistry (CHEM 1211K and CHEM1212K)
- Organic Chemistry
A Student Success Coordinated Care System

- Manage multiple risk factors with coaching
- Resolve minor issues before they escalate
- Prevent problems before they happen
OVERALL PURPOSE

Data coordinated throughout all layers of the Organization

- Cabinet
- Staff
- Faculty
- Professional Advisors/Tutors
THANK YOU