Change Efforts and Institutional Research: Making a Love Connection

Leading from the Middle Academy

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Let's Play the Game

- Contestant seeks to have a positive experience—make a connection
- Selects from options
- Reports and reflects on the experience
- If informative, sticks with initial option
- If not informative, may select from other options
- Audience participation

Back in two and two

- Webinar objective:
  - Discuss the relationship between change efforts and institutional research
  - Engaging faculty and other stakeholders in the evidence-driven planning process
  - Determining appropriate evaluation approach(s)
  - Identifying the type of collaboration that may occur with Institutional Research (IR) Office
  - Building a robust evaluation process that continuously occurs throughout the entire project

Back in two and two

- Assumption: We're all looking to make a love connection
  - o Why should we look for that connection between change and data
  - o How do we build that connection

- If you have made a love connection already, great!
  - o Participate and share your knowledge, experience(s)

Evidence-Driven Planning Process

- Identifies the need for change
  - Sets baseline and targets
- Informs the movement toward change
- Communicates progress toward meeting targets
- Informs the need to revise or change strategy
- Not just "feel" change, but "show" and "touch" change

Why is it important to Set Targets?

- Important for the growth process
- Supports continuous improvement
- Valuable part of planning, assessment, and reporting

'09
'08
'07

How well are you growing?

Setting Targets and the Evaluation Process

- Targets need to be meaningful, achievable, and challenging.

- Targets should benefit students and help improve student learning

- Target setting needs to be an interactive process that includes both quantitative and qualitative information

- Targets need to be communicated to campus community and public

Setting a Target (Example)
Math Basic Skills Fall Success Rates

Fall	Succeeded	Total Enrollments	Success Rate
2011	186	336	55.4%
2010	354	541	65.4%
2009	300	522	57.5%
2008	266	472	56.4%
2007	268	492	54.5%
Five Year Total	1,374	2,363	58.1%

Choosing a Target (Example)

Math Basic Skills Fall Success Rates

- What has happened to the success rate over time?

- What is the overall success rate for the last five fall semesters combined?

- Does the group setting the target have an opinion about what the success rate needs to be?

- Increase the fall success rate from 55% to 60% by Fall 2013 .

What happened in Fall 2012

Fall	Succeeded	Total Enrollments	Success Rate
2012	175	348	50.3%
2011	186	336	55.4%
2010	354	541	65.4%
2009	300	522	57.5%
2008	266	472	56.4%
2007	268	492	54.5%
Five Year Total	1,374	2,363	58.1%

Continuous Quality Improvement Collaborating with Research

- Why did the success rate decrease from Fall 2012 to Fall 2013?

- Where did the decrease occur?

- Did the change effort have an impact on success?

- Was the change effort large enough to have an impact on the overall success rate?

- Need to rely on content experts (i.e. math Faculty) to drive the conversation and to identify research that will be informative

Contestant 1: Your Change Initiative

- What are your goals?

- How will you know progress is being made? (measurable indicators/targets)

- Who needs to be involved?

- Why is this an issue?
  - Is there evidence?

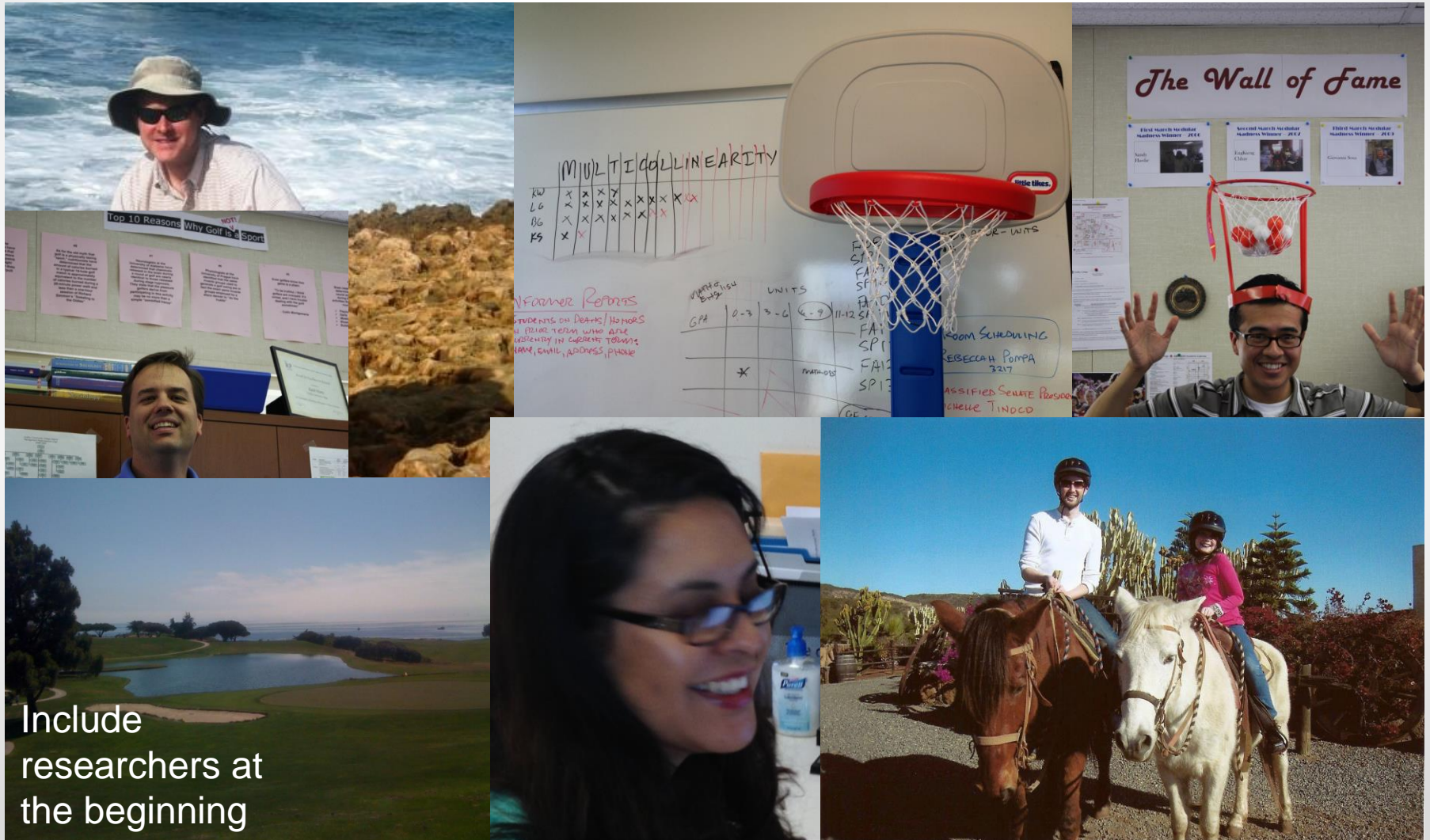- Will this initiative be sustainable or scalable?

Contestant 1: Your Change Initiative

- Where are the teams with regard to identifying:
  - Measurable objectives
  - Indicators
  - Targets
  - Data sources
  - Relationship to planning

Integrating Institutional Research

- Access to data

- Program evaluation training

- Familiarity with multiple research methods

- Assist with reporting

- Easier to incorporate this planning during early stages than to have to be called in as the "fixer"— no love connection there.

Getting to Know Your Researcher(s)

Include researchers at the beginning

Getting to Know your Research Office

- Determine IR capability and availability
  - Willing?
  - Interested?
  - Ready for a commitment?

Getting to Know your Research Office

- Option #1: IR Office without Planning
  - Office may focus most on providing data and conducting research

- Option #2: IR Office with Planning
  - Office may be more informed and involved about where campus is moving
  - More involved in the process of facilitating decision making and may be more of balance between planning and providing data

- Option #3: One Person IR/No IR
  - Collect your own data?
  - Identify indicators that would measure change? Intended outcomes from change effort? How will you know change is occurring?
  - Participate with outside research efforts (CCSSE, CTE Outcomes survey, Noel-Levitz, etc.)

Existing Data Sources

- **CCCCO DataMart**
  - **Student Headcount and Demographics** (enrollment status, full-time/part-time, etc.)
  - **Student Services Demographics** (e.g.: DSPS, EOPS, Financial Aid, Matriculation)
  - **Courses** (FTES)
  - **Outcomes**
    - **Basic Skills Cohort Progress Tracker**
    - **Retention and Success Rate**
    - **Grade Distribution**
    - **Program Awards** (Degrees/Certificates)
    - **Student Success Scorecard Metrics**
    - **Transfer Velocity**
    - **Transfer Volume**
    - **System Wage Tracker**
    - **College Wage Tracker**

Researchers

- Reporting out
- Making data accessible
- Using data to **inform** decisions
  - Including lessons learned
- Recognize and communicate the limitations of the data/research in the beginning
- Consider different approaches for how data is presented

Connection between research and program participants?

- There's not always an immediate love connection.
- Cycle of continuous improvement
- Not experimental design

Collaborative Model of Institutional Research

Primary Responsibility

- Faculty/Staff/Student
- Researcher
- Joint Activity

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

Source: Dr. Rob Johnstone and Priya Chaplot, RP Group Conference Presentation

Example of Robust Continuous Improvement Research Process

- Change Initiative – Left Lane Project (LLP)
  - Incorporates a comprehensive, research-based approach to create clear pathways for students from application to completion.
  - Purpose of the LLP is to reduce the average amount of time it takes students to earn an AA/AS Degree at Crafton from 5.3 years to four years

Collaboratively Explore

Development of Program/ Research Questions

- The Office of Institutional Effectiveness, Research & Planning was included from the beginning

- Strategies included in the LLP were based on research
  - o Summer Bridge Program
  - o Learning Communities
  - o Supplemental Instruction
  - o Integrated Counseling and Tutoring Services (SOA^{3}R)
  - o Primary predictors of ARCC outcomes

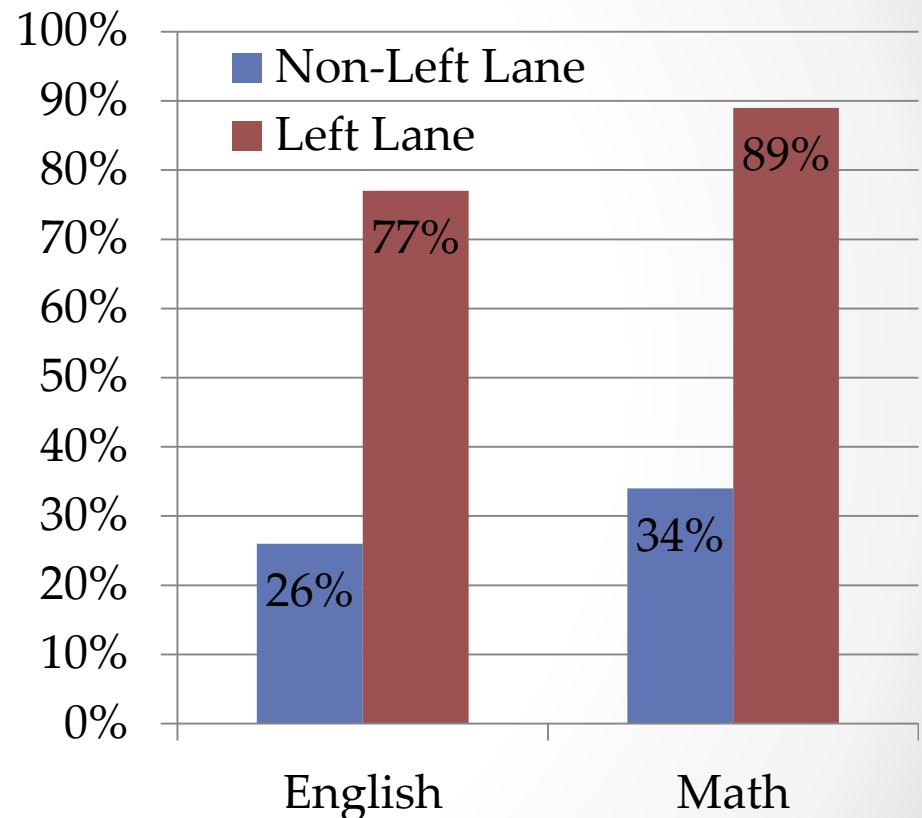# Collaboratively Determine what Evidence will Help Answer the Question(s)

- RQ1: How effective was LLP after the first year (Fall 2012 and Spring 2013)?

- RQ2: Where can we improve the LLP?

- To Answer these Questions OIERP collaborated with Change Initiative participants to develop methodology (Ongoing Conversations)
  - Type of Outcomes
  - Type of Controls
  - Comparison group(s)
  - Tracking needs to answer questions

Collaboratively Determine what Evidence will Help Answer the Question(s)

- Result of the Collaboration
  - Type of Outcomes
    - Based on research conducted at Crafton, students are 4 times more likely to transfer to a four-year institution if they successfully complete transfer level math
    - Course success in English, math, and reading
    - Overall Fall to Spring retention
    - Fall to Spring retention in English, math, and reading
    - Student Evaluation of Math Summer Bridge Program (i.e. survey)
  - Comparison group(s)
    - Developed two comparison groups
    - Students who completed high school in 2012 and
    - Students who completed high school in 2012 and did not participate in a Left Lane strategies (LCs, SI, and SOAR)
  - Tracking needs to be able to answer questions
    - Developed approach for identifying students who participated in SI and SOAR

Conduct Research & Analysis

- Left Lane students were substantially (ES = 1.10) and statistically significantly (p < .001) more likely to earn a GOR in a math course their first semester (89%) at Crafton than non-Left Lane students (34%)

- Left Lane students were substantially (ES = 1.03) and statistically significantly (p < .001) more likely to earn a GOR in an English course their first semester (77%) at Crafton than non-Left Lane students (26%)

Dialogue to Interpret Results

- Results from the quantitative student evaluation of the Math Summer Bridge Program were very positive overall

- Qualitative results form open-ended questions suggested that the PowerPoint presentations needed to be improved

Dialogue to Interpret Results

- Overall, research strongly indicates that LLP is having an impact on student outcomes
    - Limitation to success rate comparisons – Did not control for instructor or by section.
    - Continuous Quality Improvement
        - Left Lane Strategies (LLS) of LC, SI, and SOAR were also positively related to student outcomes
            - **Implication:** Focus may need to be on ensuring that students participate in LLS

        - LLP students were more likely to enroll in math and English in the fall semester, but not as likely in the subsequent spring semester
            - **Implication:** LLP may need to devote more resources to LLP services in the spring semester

Explore Next Steps / Action Findings

- Primary role of researcher
  - Facilitator
  - Ask questions
  - Highlight findings with program participants
- What do you think about the results?
- What do they mean to you?
- Any thoughts on how you might improve the program?
- Ask questions based on understanding of data: Is it possible to provide more services in the spring semester?
- Research will often lead to additional research questions

Thanks for watching!

- Questions?
- Comments?

- Go out there and make a connection!