

# MEET YOUR DATA

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FOR STUDENT ENGAGEMENT AND  
SUCCESS

MOMENTUM SUMMIT

2/22/2021



# DATA DRIVEN DECISION MAKING

## 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

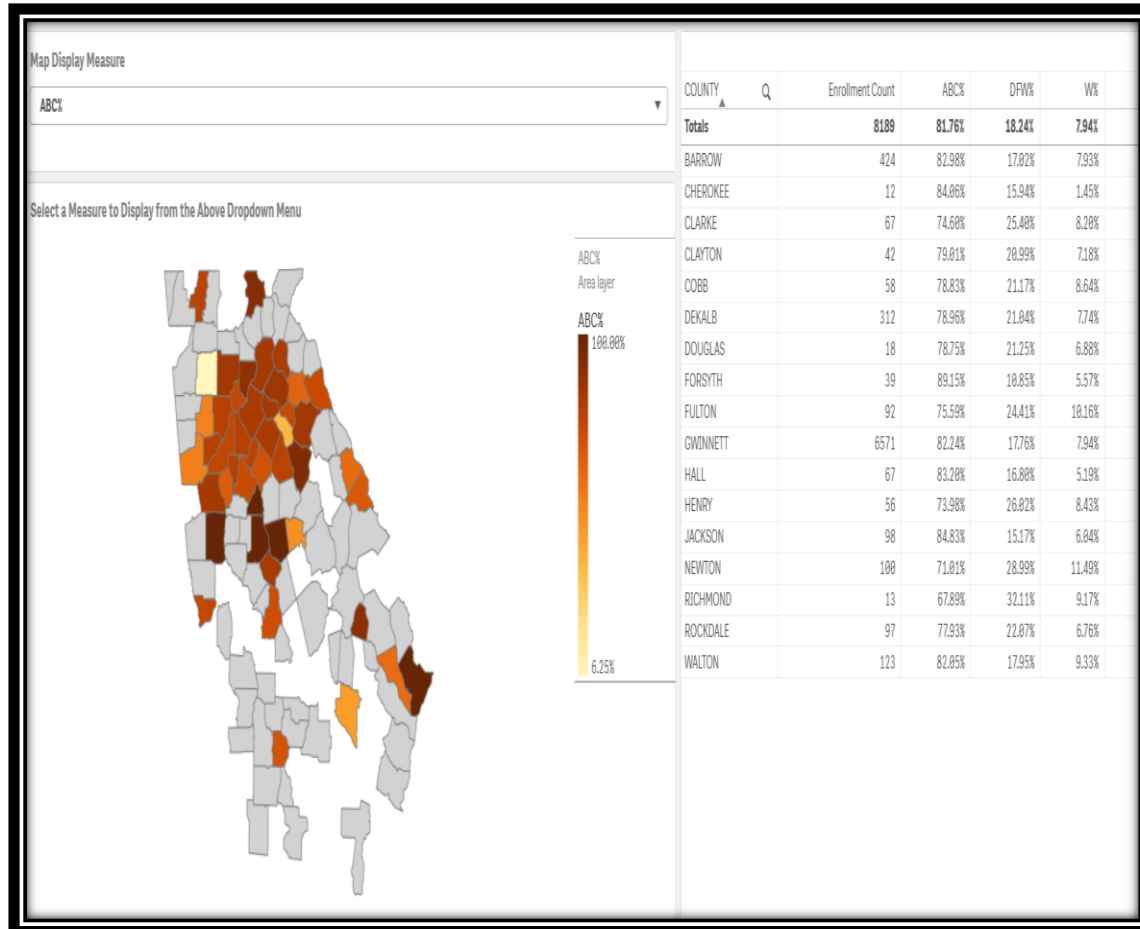
What's on your retention data wish list?



ses@ggc.edu

# PARTNERSHIPS – CARL VINCENT INSTITUTE

## Recruitment Data



## Grades App





# STUDENT SUCCESS RETENTION DASHBOARDS

## 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 Student(grads excluded) Attributes Who Did Not Enroll Spring 2021 as of GO Week 5



### School

- No College Designated
- School of Business
- School of Education
- School of Health Sciences
- School of Liberal Arts
- School of Science & Technology

### LearningComm

LearningComm	Total	Percent
Y	147	6.5%
N	2073	93.5%
<b>Total</b>	<b>2220</b>	<b>100.0%</b>

Gender	Total	Percent
Female	1000	45.0%
Male	1220	55.0%
<b>Total</b>	<b>2220</b>	<b>100.0%</b>

FullPart_Ti	Total	Percent
Full_Time	1132	50.5%
Part_Time	1088	49.5%
<b>Total</b>	<b>2220</b>	<b>100.0%</b>

PELL	Total	Percent
Y	1000	45.0%
N	1220	55.0%
<b>Total</b>	<b>2220</b>	<b>100.0%</b>

Race/Ethnicity	Total	Percent
Black, Non-Hispanic	1000	45.0%
White, Non-Hispanic	1000	45.0%
Hispanic/Latino (of any race)	1000	45.0%
Asian	1000	45.0%
Two or more Races	1000	45.0%
Race Unknown	1000	45.0%
Native Hawaiian, Pacific Islander	1000	45.0%
Ame. Indian, Alaskan Native	1000	45.0%
<b>Total</b>	<b>2220</b>	<b>100.0%</b>

Student	Total	Percent
2220	2220	100.0%

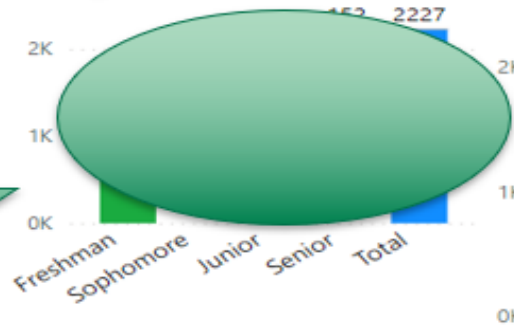
Average of AGE	Average of Cumulative GPA
20.56	2.56

Major/Program	Total	Percent
EXSC Wellness Nursing Interest Undeclared	1000	45.0%
Psychology	1000	45.0%
General Business - Management	1000	45.0%
Biology - General	1000	45.0%
General Bus - Marketing Conc	1000	45.0%
Info Tech - Software Dev Conc	1000	45.0%
Undeclared - STEM	1000	45.0%
Criminal Justice/Criminology	1000	45.0%
Pre-Elementary Education	1000	45.0%
Info Tech - Systems & Security	1000	45.0%
General Bus - Accounting Conc	1000	45.0%
Biology - Biochemistry Conc	1000	45.0%
General Bus - Finance Conc	1000	45.0%
Cinema/Media Design & Product	1000	45.0%
Exercise Science Clinical Conc	1000	45.0%
Undeclared - BUSI	1000	45.0%
Enviro Science-Natural Science	1000	45.0%
<b>Total</b>	<b>2220</b>	<b>100.0%</b>

### Student Type

Continuing	1387
New Freshman	
New Freshman wit...	
Post-Baccalaureate	
Dual Enrollment	
New Undergrad	
Transient	

### Class Level

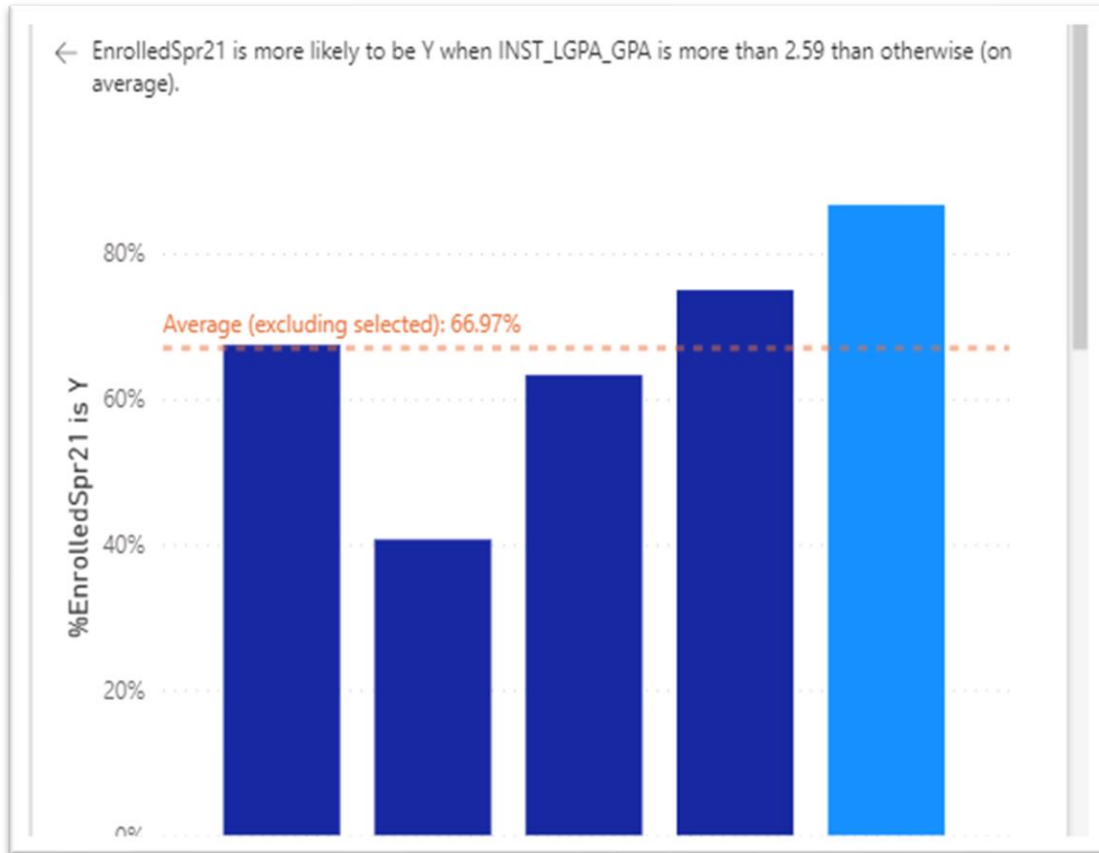


### Total by School

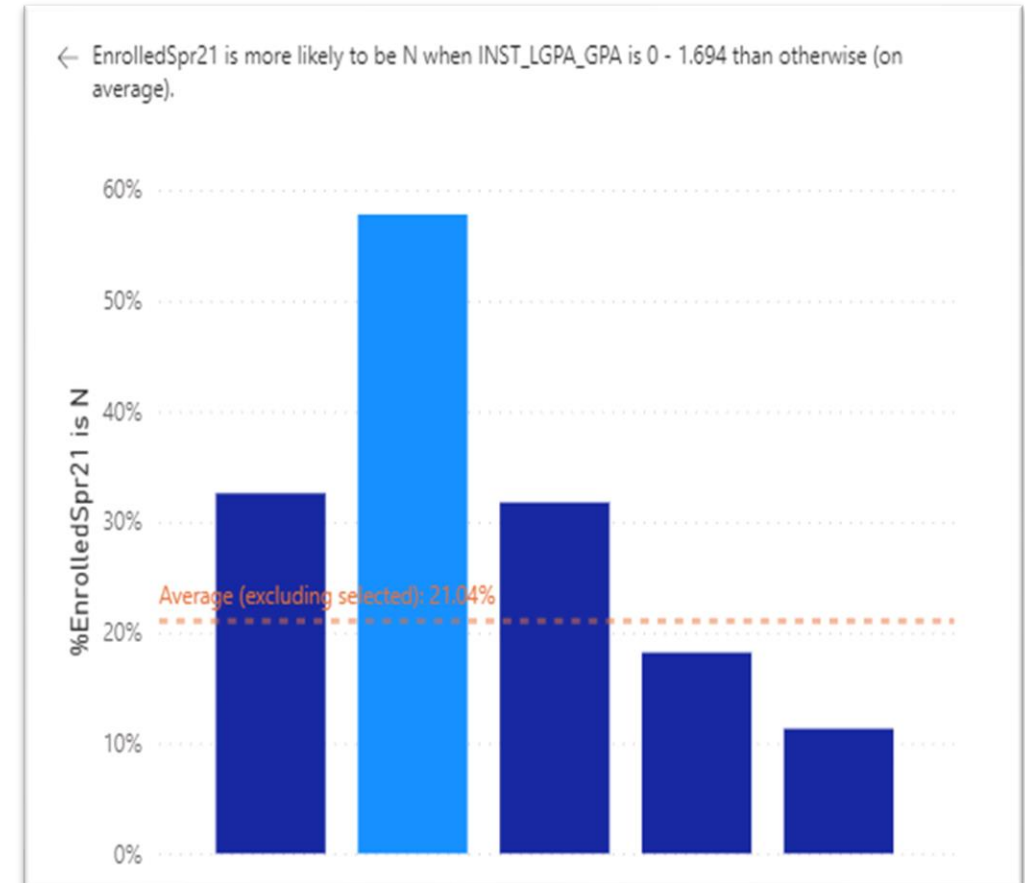


# FALL 2020 - ATTRIBUTES

- Fall 2020 – Retained when GPA is greater....

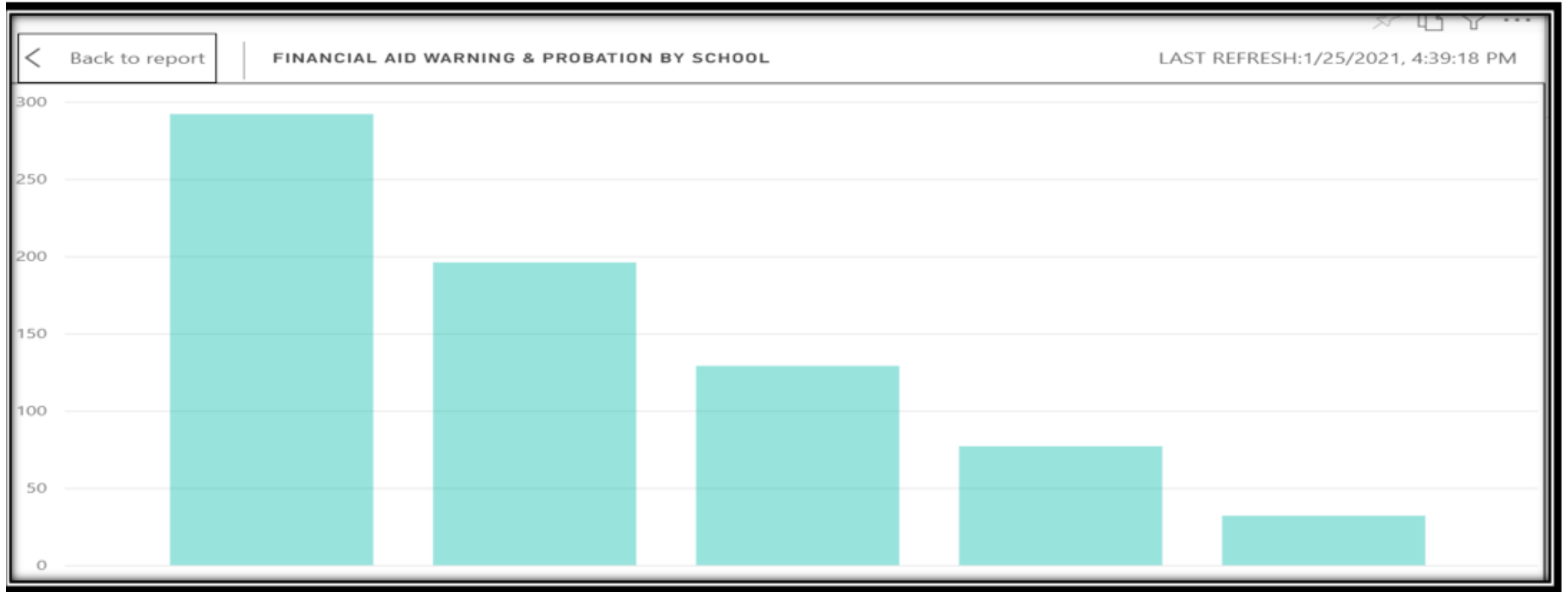


- 2527 -Fall 2020 Students most likely to leave when....



# FINANCIAL AID WARNING BY SCHOOLS

Spring 2021



# DATA SNAPSHOT: SCALING LEARNING COMMUNITIES

Target: 70% of incoming class in a LC experience

Term	LC #	Total Students*	Note
Fall 2017	6	75	Pilot Semester
Fall 2018	13	181	3 First-Gen focused LCs
Fall 2019	124	2678	Large scaling of LCs
Fall 2020	107	2773	15 include FYS

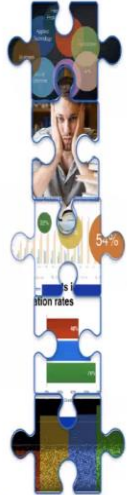
Data example: Scaling of first-year Learning Communities is highlighted, drawing partly on transactional data for number of students in LC classes. Snapshots can inform decision-making to improve student recruitment, retention, and completion



# MOMENTUM DATA

## Expand trends

Momentum Year



Making a *purposeful* program choice

Creating a *productive* Academic Mindset

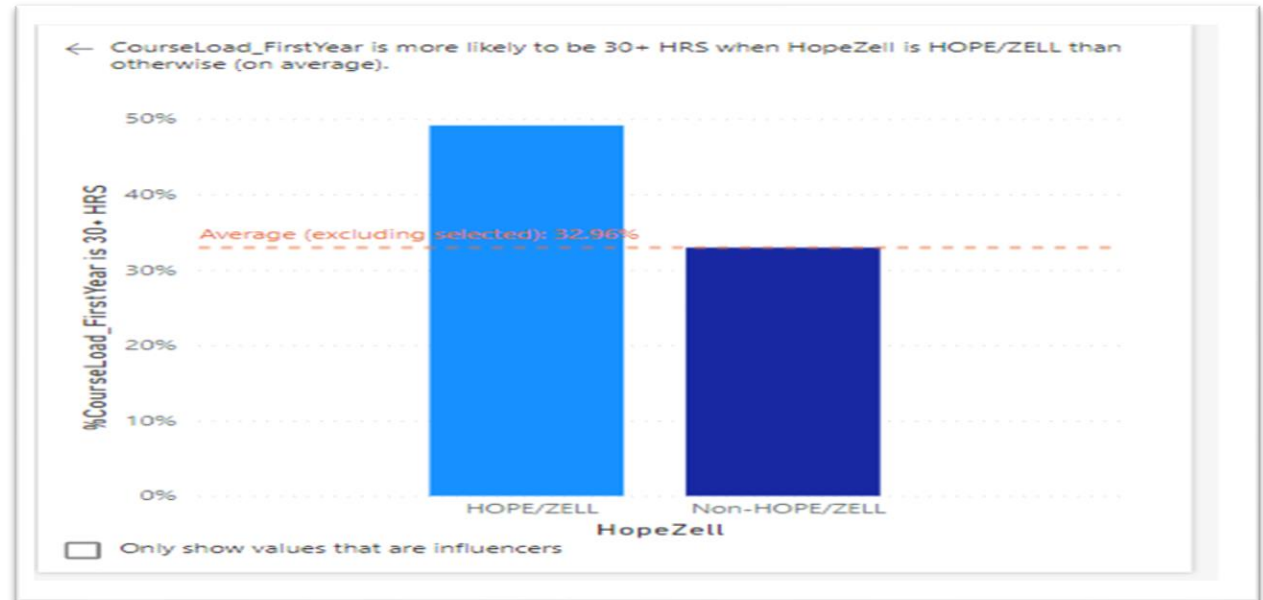
Attempting the first *30 hours* of a *Clear Pathway*

Attempting *9 hours* in Academic Focus

Complete initial *English* and *Math*



Credit Hours	<30 HRS		30+ HRS		Total	
First Year	Total N	%	Total N	%	Total N	%
Year						



# PANDEMIC CULTURE DATA

## Lessons Learned from students

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

### Beliefs about Success

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

**40%**  
Worry about "doing well in college" in online classes

**71%**  
I can still complete my degree as planned

Fall 2020



I can be successful



Strongly Agree & Agree

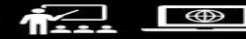
**79%** I can still complete my degree as planned

**86%**  
I can still be successful in my courses

Summer 2020



Spring 2020



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

# PANDEMIC CULTURE DATA

## Lessons Learned from Faculty - Equipping students for online readiness

### Sample Online Readiness Self-Assessment

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

<https://www.csustan.edu/academics/online-programs/online-readiness-self-assessment>

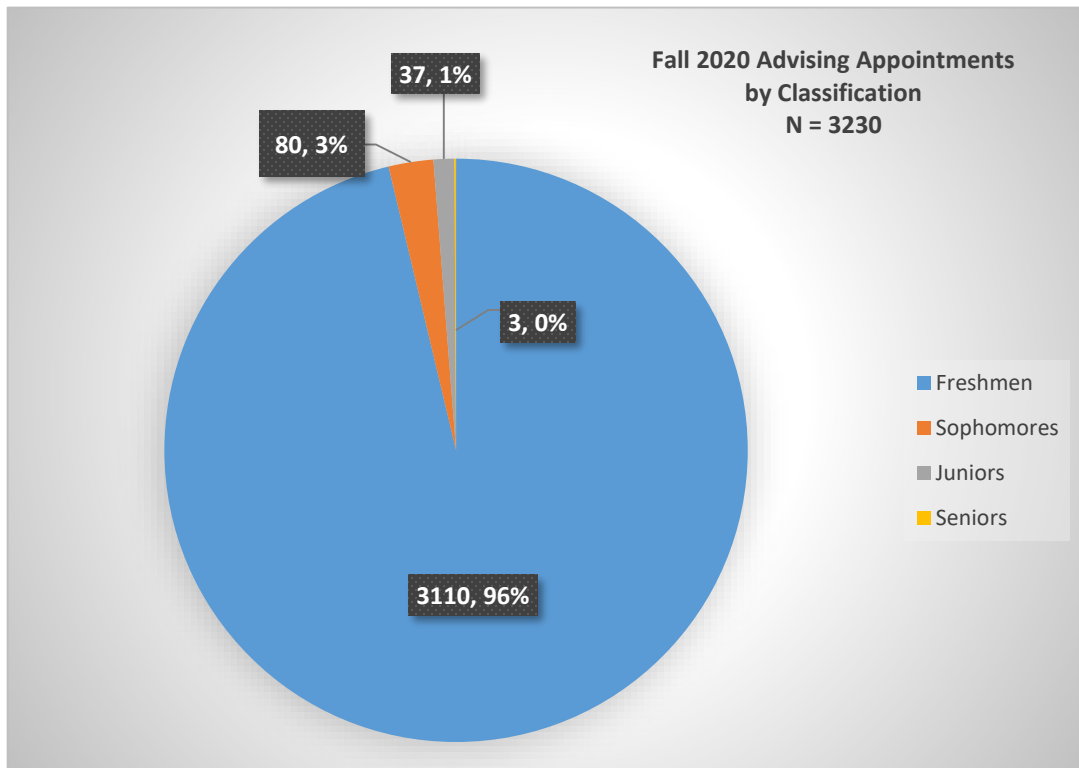
## Lessons Learned from Faculty - Studying in online class formats

### Top Ten Study Habits

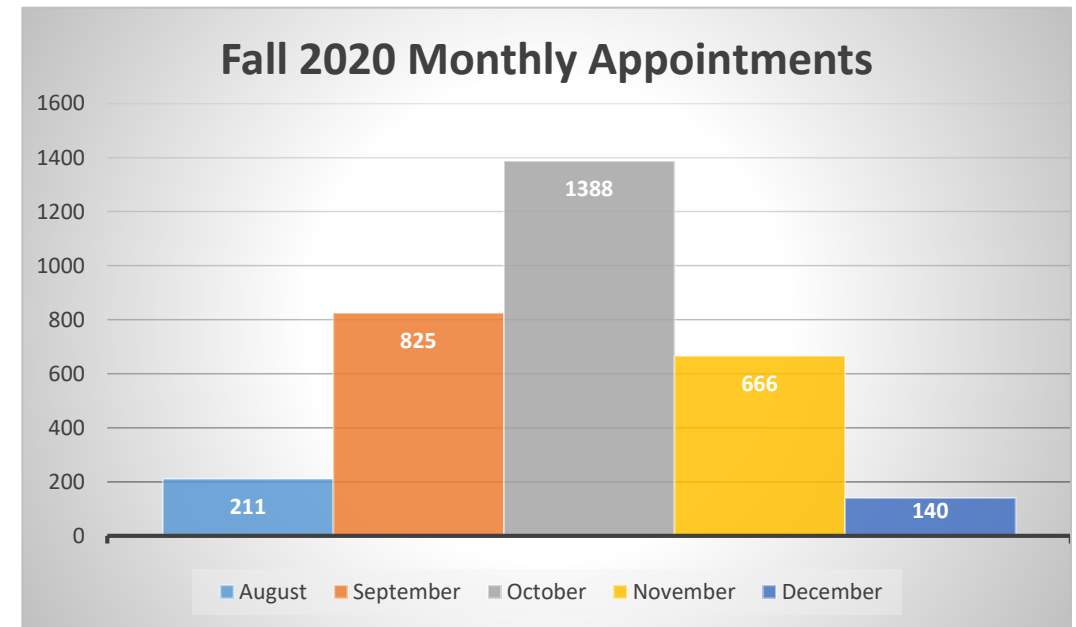
- 1 Write your assignments in a notebook.
- 2 Plan a regular study time for each day.
- 3 Find a comfortable and quiet study place.
- 4 Turn off the phone, TV, and music.
- 5 Keep all supplies in your workspace.
- 6 Make sure you have plenty of light.
- 7 Take notes on information you read.
- 8 Ask someone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

# 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

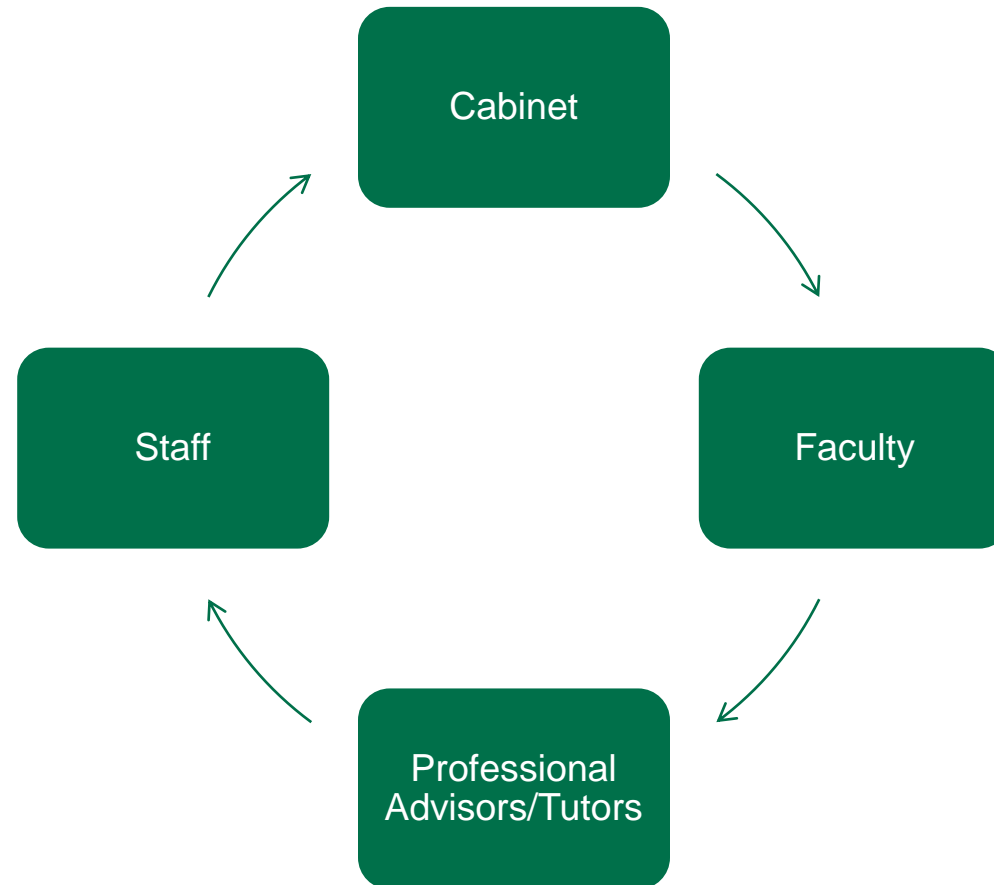


# OVERALL PURPOSE - QUALITATIVE & QUANTITATIVE DATA

## A Student Success Coordinated Care System



## Data coordinated throughout all layers of the Organization



# THANK YOU

# GRIZZLY STRONG

