Lessons Learned about Designing Data Coaching for Equity

KC Greaney, Santa Rosa Junior College; Rachel Antrobus, Craig Hayward, Alyssa Nguyen, and Louise Yarnall, The RP Group
Agenda

• Welcome, Intros, Student Video (3:35 – 3:45) Alyssa
• Data Coaching Ingredients (3:45 – 3:55) Louise & Rachel
• Data Coaching Stories from Santa Rosa JC and Bakersfield College (3:55 – 4:25) KC & Craig
• Data Learning Exercise (4:25 – 4:45) KC & Craig
• Report Out (4:45 – 4:55)
Student Challenges: Part I
What are the ingredients of data coaching?

Data Coaching for Guided Pathways Development
https://visionresourcecenter.cccco.edu/
Data Coaching Ingredients

• **Articulate the purpose:** Explore needs and set goals
• **Communicate the Expectations:** Engage data coaches who can lead a collaborative inquiry process
• **Define the process:** Treat data coaching as an ongoing iterative process
Articulate the purpose

• Set an data coaching equity goal the resonates with your campus community. Goal will depend on:
• Where your college is in Guided Pathways adoption: Inquiry, design, implementation?
• College mission?
• Existing level of data literacy?
Communicate the expectations

• Recruit and engage data coaches who support collaborative inquiry. They are:
• Fluent in using the inquiry cycle
• Interested in exploring data, using it effectively
• Skillful in telling stories with data
• Supportive of team members
• Sensitive to learning to talk about equity
Define the process

• Understand it is an ongoing process
• Find a home for data coaching
• Stay focused over time
How is coaching different?

CONSULTANCY

Lead by: Consultant

Consultant leads the process, has information to “give” to the Partner

When to use it:
When the Partner has the capacity to use a product, fulfilling a specific project or tasks.

COACHING

Lead by: Partner

Partner guides the process, the data/information is intended to support continuous improvement and system capacity

When to use it:
The issue you are seeking to solve cannot be addressed by a single product and requires a view of the entire ecosystem. Seek to build capacity of of the Partner to replicate process on their own.
Approaches to Effective Data Coaching

- Explain the value proposition for understanding and working with data
- Be sensitive to your colleague’s learning curve
- Making space for exploring the places where quantitative data does not reflect practitioners’ experienced reality—this can be a place to practice inquiry
- Don’t go it alone—access resources and peer support
- Honor your local culture, emphasizing how to work with data in a way that fits with how your college makes decisions.

SOURCE: Kathy Booth, WestEd
What are Effective Coaching Questions?

✓ Open-ended (don’t lead to a yes or a no response)
✓ Experience-based (ie. What do you see? What stands out to you?)
✓ Solicits creative thinking (ie. What do you think it going on here?)
✓ Encourages inquiry not rabbit holes (ie. How can we move past the methodology and talk about what we see?)
✓ Moves towards agreement and action (ie. What can we all agree on? What do we want to do next? What else do we need to know?)
Data Coaching Stories
Santa Rosa JC and Bakersfield College
Bakersfield College

Our Data Coaching & Equity Story
Monitoring Student Momentum Points and Equity

How Bakersfield Uses Data & Data Coaching to Ensure Students Stay on the Path
Bakersfield College

• Our “why”.
• How equity became embedded in the work.
• How expectations around data coaching and equity are communicated.
• How the process is being sustained.
Completion Coaching Teams

- Counselor
- Discipline Faculty
- Educational Advisor
- Financial Aid
- Peer Mentor
- Support Services
- Data Coach
- Dean

[Image: Diagram of coaching teams]
BC’s GP Momentum Points

- Complete **transfer-level math and English** in the first year
- Attempt **15+ units** in the first term
- Attempt **30+ units** by end of first year
- Complete **9 core pathway units** in the first year
Data Coaches play many roles @ BC...

**Data Champions** who collaborate with Completion Team to determine data needs

**Data Ambassadors** who extract meaningful data from...Cognos, Starfish, and Tableau

**Data Gatekeepers** who protect sensitive or private data

**Data Disciples** who format, and/or filter data via Excel, or Starfish

**Data Superheroes** who communicate and/or disseminate the data to the Completion Team and to others who may benefit from the data.
Equity Ready Data Coach File

- Metamajor/LCP
- Program of study
- First Term
- Math/English
- Units (completed/attempted)
- Gender
- Age
- Ethnicity
- Economically Disadvantaged
- AB 540
- Foster Youth
- CalWORKS
- Veteran status
Placement is an Equity Issue

An institutional effort to identify key areas that would make a difference in equity outcomes, followed by action.

Many more BC students of color are placed into the remediation levels with the lowest throughput.

- Transfer-level (ENGL B1A): 59% overall average, 49% African American & Hispanic students
- One-level below: 59% overall average, 33% African American & Hispanic students
- Two+ levels below: 72% overall average, 18% African American & Hispanic students
Transfer-level English Composition for African American Students

The African American Initiatives (AAI) data coach worked with the Office of Institutional Effectiveness to complete an analysis of high school GPA and placement suggested that we were not maximizing the throughput rates of African American students.

The AAI data coach focused his own efforts as well as other institutional resources on improving results.
African American Initiatives

Student Success: Completion Cohort

- Intrusive guidance, advising, and counseling
- Orientation and welcome activities

Support Groups and Activities

- African American Mentoring Program “Real Talk” (AAMP)
- Umoja Club
- Faculty & Staff Professional Development
- Graduation Celebration

AAMP Males “Real Talk” Fall 2017
Focusing resources on key outcomes
African American Students’ Completion of Transfer-level Composition in their First Year

- Fall 2014: 4%
- Fall 2015: 9%
- Fall 2016: 13%
- Fall 2017: 12%
- Fall 2018: 14%
High Tech/High Touch Strategy

• Use data to connect students to “concierge-class” support infrastructure
  – Completion Teams & Affinity Groups
• Use technology to identify students in need
  – Starfish, Cognos, Tableau
• Connect with students
  – Communicate based on key dates annual timeline
  – Connect students to support services
• Track results, plan (rinse/repeat)
Technology Resources Available for Data Coaches

- Canvas
- Cognos
- Excel
- SharePoint
- Starfish
Contact Information

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Santa Rosa Jr. College

Our Data Coaching & Equity Story
Santa Rosa Junior College

- Impetus for building data literacy
- How equity is embedded in the work
- Communication of expectations around data coaching and equity
- How the process is being sustained
SRJC: Institutional Culture

- Multi-site, single college district founded in 1918
- Nearly 40,000 students enrolled annually, producing 19,000 FTES
- On President #5 in 100 years
- A pioneer in creating Student Information Systems (SIS)
- Data kept within IT Department
SRJC: Citizen Researcher’s Campaign

Make data accessible
- Efficient
- Democratic
- Promotes a data informed culture

Data to the People!
LET'S SOLVE THIS PROBLEM BY USING THE BIG DATA NONE OF US HAVE THE SLIGHTEST IDEA WHAT TO DO WITH
SRJC: Improving Data Literacy

Provide meaningful, useful, interactive data visualizations
- Responsive to requests
- On-going, iterative process

Data Coaching
- Seize opportunities, and provide 1:1 coaching
- Model and promote the use of data
SRJC: Group Exercise

What stories can we tell from data?
How can this inform our student equity efforts?

(for examples, see: fact-book.santarosa.edu)
SRJC Student Successful Course Completion by Ethnicity, Fall 2017

Credit Courses Grades

White Students

- All Enrollments: 26,201
- Completion: 78.51%
- Retention: 89.27%

- W: 10.5%, 2,760 enrollments
- F: 6.7%, 1,759 enrollments
- P: 5.1%, 1,329 enrollments
- C: 10.9%, 2,845 enrollments
- B: 21.6%, 5,648 enrollments

Latinx Students

- All Enrollments: 18,610
- Completion: 71.49%
- Retention: 87.33%

- W: 12.6%, 2,348 enrollments
- F: 10.4%, 1,943 enrollments
- P: 4.8%, 192 enrollments
- C: 15.4%, 2,868 enrollments
- B: 22.3%, 4,152 enrollments

Note: For Distance Ed Courses only, Completion is 71.6% for Whites and 64.2% for Latinx (Gap = 7%)

11% Gap in rate of A’s

7% Gap in Successful Course Completion

Source: SIS
Questions & Answers
Data Learning Activity
Gather your stakeholders...

• Your table = your “cross functional” campus team
• Roles:
  • Faculty member
  • Administrator
  • Counselor or advisor
  • Who will be the data coach?
• Download the EEO Data Disaggregation Tool!
Collaboratively define purpose & select data

• The data coach will ask stakeholders the following questions:
  • How much do you know about equity trends on our campus?
  • What equity data have you seen or used?
  • How comfortable are you and members of your functional department with sharing equity data?
<table>
<thead>
<tr>
<th>College Name</th>
<th>Bakersfield Fall 2017</th>
<th>Note: if DI_ind = 1 then disproportionate impact is present (i.e., PI</th>
</tr>
</thead>
</table>

### Row Labels

<table>
<thead>
<tr>
<th>Category</th>
<th>Average of DI_ind</th>
<th>Sum of Count</th>
<th>Sum of Percent</th>
<th>Average of Percentage_Student</th>
</tr>
</thead>
</table>

#### Academic, Temporary
- African-American: 0, 16, 5%, 4%
- American Indian/Alaskan Native: 0, 5, 2%, 0%
- Asian: 0, 10, 3%, 2%
- Hispanic: 1, 61, 21%, 66%
- Pacific Islander: 0, 2, 1%, 0%
- Unknown: 0, 14, 5%, 0%
- White Non-Hispanic: 0, 186, 63%, 20%

#### Academic, Tenured/Tenure Track
- African-American: 0, 14, 5%, 4%
- American Indian/Alaskan Native: 0, 3, 1%, 0%
- Asian: 0, 15, 5%, 2%
- Hispanic: 1, 50, 16%, 66%
- Pacific Islander: 0, 1, 0%, 0%
- Unknown: 0, 12, 4%, 0%
- White Non-Hispanic: 0, 212, 69%, 20%

#### Classified
- African-American: 0, 20, 5%, 4%
- American Indian/Alaskan Native: 0, 5, 1%, 0%
- Asian: 0, 17, 5%, 2%
- Hispanic: 1, 134, 35%, 66%
- Pacific Islander: 0, 1, 0%, 0%
- Unknown: 0, 52, 14%, 0%
- White Non-Hispanic: 0, 149, 39%, 20%

#### Educational Administrator
- DI Indicator - select a college
Credit-taking students:
• 54% White
• 27% Latino
• 10% Asian
• 5% Multi-Ethnicity
• 2% African-American
• 2% Other
Tell a story with data

Data coaches: Review the data with your stakeholders

• Which ethnic group has the greatest disproportionate impact for faculty?
• Which committees or groups would you want to communicate this information to?
• What caveats or data issues or questions would you want to raise as people think about the implications of this data?
• How might this data affect program review?
• How might this data be used to influence hiring policies and procedures?
• Develop an action plan. What actions are relevant?
Report Out
Thank you.

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