Facilitating Data Conversations

RP GROUP SUMMER INSTITUTE 2018
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We are connected to a lot of departments and projects. How do we effectively facilitate data conversations?
A preview of lessons learned...

❖ **Collaborative research** and planning model yields more fruitful conversations, engagement, understanding, and action

❖ **Anchor** the presentation to the research questions (**scaffolding**)

❖ Always be ready for a question not yet thought of by the IRPE office

❖ **Recognize** the **expertise** of the “boots on the ground”

❖ Leverage **outside experts**

❖ **Relationships** and **culture matter**
A preview of lessons learned...

❖ Be ready for a few revisions
❖ Get feedback on the presentation or meeting plan by a colleague within and outside the office
❖ Questions from the audience is a sign of engagement, not always an attack on the messenger☺
❖ Nearly 80-90 percent of the facilitation is managing personalities and sometimes serving as a mediator (yes, that wasn’t in our grad programs)
Collaborative Model of Institutional Research, Planning and Institutional Effectiveness

Primary Responsibility
- Faculty/Staff
- Researcher
- Joint Activity

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

Rob Johnstone, BRIC presentation
Sample Facilitation Strategies

❖ Resource Guides with Guiding Questions
❖ Mobile Debate
❖ Dot Voting
❖ World Café
❖ Think-Pair-Share
❖ What other tools have you used or seen that worked well?
Design Thinking Process

- **Developing a deep understanding of the task and ripple effects**
- **Brainstorming potential solutions**
- **Define**
- **Ideate**
- **Prototype**
- **Test**

Source: Adapted from IDEO Design Thinking Process

https://dschool.stanford.edu/resources/gear-up-how-to-kick-off-a-crash-course
Facilitating Equity Conversations...

Utilize question prompts from other organizations.
10 Ways Faculty Can Support Students' Success
Handout summarizing top 10 actions students participating in Student Support (Re)defined say faculty can take to support their success.

10 Ways Everyone Can Support Student Success
Handout summarizing top 10 actions students participating in Student Support (Re)defined say anyone on campus can take to support their success.

Action Guide: Exploring Ways to Strengthen Student Support at Your College
Guide for facilitating a campus-based inquiry and planning process using results from Student Support (Re)defined.

Practically Speaking: Community College Practices that (Re)define Student Support
Practitioner primer featuring 23 approaches that demonstrate Student Support (Re)defined’s five key themes and six success factors.

Support from the Student Perspective Graphic
Graphic describing (1) the six success factors and (2) how students in our study perceive support.

Support from the Student Perspective Poster
Poster describing (1) the six success factors and (2) how students in our study perceive support; can be enlarged to any size.

Student Support (Re)defined Crosswalk
Crosswalk that demonstrates how implementing various guided pathways activities can help a college realize the six success factors through concrete examples of what these intersections look like and where they might practically occur on college...

Student Support (Re)defined Project Description
Description of Student Support (Re)defined study findings and ways to use the research on campus to strengthen student support.
Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways

Dr. Rob Johnstone
National Center for Inquiry & Improvement

Understanding the Student Experience through the Loss/Momentum Framework:
Clearing the Path to Completion

Priyadarshini Chaplot, The RP Group
Elisa Rassen, The RP Group
Davis Jenkins, Community College Research Center
Rob Johnstone, The RP Group
Using the Loss Momentum Framework to Facilitate Pathways Conversations
1st Time Ever in College Students: College Unit Completion in 1 Year (Overall)

Percentage of 1st Time Students

- 15+ Units
  - 2013-2014: 39%
  - 2014-2015: 39%
  - 2015-2016: 42%
  - Statewide Median: 54%
  - Top College in State: 30%

- 24+ Units
  - 2013-2014: 17%
  - 2014-2015: 20%
  - 2015-2016: 22%
  - Statewide Median: 31%
  - Top College in State: 13%

- 30+ Units
  - 2013-2014: 8%
  - 2014-2015: 9%
  - 2015-2016: 11%
  - Statewide Median: 5%
  - Top College in State: 5%

Source: Cal-PASS Plus LaunchBoard

Anchored to Loss Momentum Framework
Assigning Roles for Discussions

Source: Career Ladders Project
Never underestimate the time needed to prepare:

A little story on facilitating data conversations with a new placement model
Math – request from math faculty (November 2015) ➔ Pre-Meeting with key administrators (December 2015) ➔ Meeting #1 with math faculty & student services (January 2016) ➔ Meeting #2 (added counselors curriculum and articulation) - February 2016

Meeting #3 (presented data and proposed changes) ➔ Meeting #4 (Recap decisions and refine MM questions) ➔ Meeting #5 (confirm direct placement criteria, branching questions, MMs) ➔ Meeting #6 (confirm message to students and action items-tutors and stat sections)

Testing launched. Communication of non-math disciplines affected by changes. ➔ Follow up meetings Monthly review of data with new placement model in effect. ➔ Follow up meetings to confirm eligibility rules and decision-tree for counselors ➔ Many pre-meetings with key facilitators and hallway conversations with others
Time for Another Story?

Incorporating Student Voice & Lessons Learned
COMPLETION EXIT SURVEY

Results

966 responses
888 complete Match*

2015-16: 24% Response Rate
2016-17: 32% Response Rate

*Incomplete data due to (incorrect dtid, and/or petitioned and did not complete award) (n=78)
The AA degree requirements changed. I already have an AA from COC, but now could only attain a certificate. I'm old, no time for more gen-ed!

At first I was not well informed of transfer requirements

“given wrong education plan by counselor”

“The AA degree requirements changed. I already have an AA from COC, but now could only attain a certificate. I'm old, no time for more gen-ed!”
Obstacles in Starting a Path...

Difficulty in choosing a career
- 2016: 20.5%
- 2017: 21.8%

Difficulty in deciding educational goals
- 2016: 21.0%
- 2017: 17.3%

Clear information about major and/or education goals.
- 2016: 23.6%
- 2017: 20.1%
Open-ended about College-related Obstacles

Offered

Wrong

Scheduling

Counselors

COC

“Not enough classes offered in the evening to working professionals. You can normally find 101 or basic courses in the evening, but if you want any of the more advanced classes you’re out of luck looking in the PM hours. It's very discouraging to returning adult students.”

“Not enough math classes”

Classes at COC

“COC MISGUIDANCE counselors misguided me by making me take unnecessary courses.”

“Different College of the Canyons counsellors [sic] telling me different information. Was never sure how many credits I had/needed. Was misinformed by counsellors which set my education goal back.”

Counseling
Now it’s your turn
Reflect on your homework and group project. How would you respond to these questions?

- What is your group’s data story?
- How can the group effectively convey that story to the audience?
- What research questions will guide your analysis?
- What kinds of questions do you anticipate from the audience?
- How can you make the data meaningful for the various constituent groups?
- What outcome do you anticipate or expect from the presentation?
- How can you facilitate action planning based on the data?
- What tools do you need to prepare your presentation?
- In what format will your group present (e.g., who will present which slides, or how will you provide a cohesive presentation as a group)?
- What additional data would be useful for gaining a broader understanding of the data?
Dress Rehearsal

❖ Report out from 3 teams
❖ Audience Feedback (What was the “sticky” for you? What needs to be refined? What other advice would you give the team?)
We’re all in the arena together

“When we spend our lives waiting until we’re perfect or bulletproof before we walk into the arena, we ultimately sacrifice relationships and opportunities that may not be recoverable, we squander our precious time, and we turn our backs on our gifts, those unique contributions that only we can make,” says Brown. “Perfect and bulletproof are seductive, but they don’t exist in the human experience.”

Thank you!
Best wishes on your journey and storytelling😊

Remember...
You play an important role in connecting people with data that results in better, informed-decisions

Lead from wherever you are!