

Enhancing Faculty Engagement with Data to Strengthen Student Success

Dr. Jamie McKinney, Director of Nursing
Professor Kellie Matherly, Chair Arts & Humanities
Professor Doyle Roy, Welding
Dr. Richard Davis, Chair South Campus & Professor of English

Session Outcomes



- 1. Identify the benefits and challenges of providing direct access to departmental data using a data warehouse and analytics tool.
- 2. Identify strategies for establishing expectations and engaging faculty in the use of data for continuous improvement (Program/Course Outcomes).
- Demonstrate how to identify courses in need of improvement and list a series of potential interventions/enhancements designed to increase student success.
- 4. Demonstrate the importance of allowing faculty/departments to share their results with upper level administration/Board of Trustees.



Grayson College

• Rural Community College in north central Texoma (serves Grayson and Fannin Counties)

- Locations
 - Main Campus Denison
 - South Campus Van Alstyne
- Approximately 4500 students

Benefits and Challenges to Providing Direct Access to Departmental Data



Challenges

Disbelief in the data Concern about misuse of data Access to and the Use of Data Faculty Engagement

Benefits

Available when they need it Allows faculty to review and question the data

First Annual Data Summit 2014



- All Faculty and Staff Attended
- Looked at the Institutional, Divisional, and Departmental Data by Discipline
- Highest Enrollment and Lowest Success
 Rate
- Identified Improvements
- Beginning 2017-two separate data summits: Faculty & Staff



Successful Course Completion

Student grade of A, B, or C

Example Course Level Data # 1

				Fall 2014				Fall 2015						Fall 2017				Fall 2018	
	Course	Fall 2014 1	16 Total Class	s Second	Total Class	s Fall 2015 16	δ Total Class	5 Second	Total Class	Fall 2016	Total Class	Fall 2017 16	Total Class	Second	Total Class	Fall 2018 16	Total Class	Second	Total Class
Subject	Number	Week Ter	m Size	Half Term	Size	Week Term	n Size	Half Term	Size	Full Term	Size	Week Term	Size	Half Term	Size	Week Term	Size	Half Term	Size
WLDG	1413	86	5% 14	14		54%	% 28	8		799	6 24								
	1421	75	5% 7	73 100	J% F	6 86%	% 58	8		919	6 55	89%	27	1009	6 1	81%	36	0%	1
	1428	76	5% 54	54		87%	% 47	7		899	6 62	2 84%	32			76%	37	100%	1
	1430	74	4% 4	43		79%	% 48	8		799	6 24	75%	24			76%	21		
	1434	74	4% 3	35		88%	% 33	3		819	6 37	87%	30			88%	17	1	
	1435	88	3% 1	16															
	1457	71	1% 3	31		84%	% 37	7		679	6 27	75%	16	1009	6 1	86%	22	100%	1
	2406					85%	% 26	6		679	6 18	75%	20			94%	16		
	2447	93	3% 1	15 100	J% ′	1 83%	% 24	4		839	6 29	87%	31			86%	14		
	2451	08	0% 1	15		74%	% 19	9		75%	6 12	95%	19			89%	9	0%	1
	2453	08	0%	5															
	2488							1009	% 7	2									
	2489					100%	%	2 1009	%	I									
WLDG Total		77	7% 30	01 100	J% 7	7 81%	% 32'	22 1009	% ?	829	6 288	84%	199	1009	6 2	83%	172	50%	4

Example Course Level Data # 2

			Fall 2015						Fall 2017				Fall 2018	
Course	Fall 2015 16	Total Class	Second	Total Class	Fall 2016	Total Class	Fall 2017 16	Total Class	Second	Total Class	Fall 2018 16	Total Class	Second	Total Class
Number	Week Term	Size	Half Term	Size	Full Term	Size	Week Term	Size	Half Term	Size	Week Term	Size	Half Term	Size
1413	54%	28			79%	24								
1421	86%	58			91%	55	89%	27	100%	1	81%	36	0%	1
1428	87%	47			89%	62	84%	32			76%	37	100%	1
1430	79%	48			79%	24	75%	24			76%	21	_	
1434	88%	33			81%	37	87%	30			_	17		
1435														
1457	84%	37			67%	27	75%	16	100%	1	86%	22	100%	1
2406	85%	26			67%	18	75%	20	_		94%	16	_	
2447		24	,		83%	29	87%	31			86%	14		
2451	74%	19			75%	12	95%	19			89%	9	0%	1
2453					_		_				_		_	
2488			100%	2										
2489	100%	2	100%	1										
	81%	322	100%	3	82%	288	84%	199	100%	2	83%	172	50%	4
	Number 1413 1421 1428 1430 1434 1435 1457 2406 2447 2451 2453	Number Week Term 1413 54% 1421 86% 1428 87% 1430 79% 1434 88% 1435 1457 84% 2406 85% 2447 83% 2451 74% 2453 2488 2489 100%	Number Week Term Size 1413 54% 28 1421 86% 58 1428 87% 47 1430 79% 48 1434 88% 33 1435 84% 37 2406 85% 26 2447 83% 24 2451 74% 19 2488 100% 2	Course Fall 2015 16 Total Class Second Number Week Term Size Half Term 1413 54% 28 1421 86% 58 1428 87% 47 1430 79% 48 1434 88% 33 1435 37 2406 85% 26 2447 83% 24 2451 74% 19 2453 100% 2489 100% 2 100%	Course Fall 2015 16 Total Class Second Total Class Number Week Term Size Half Term Size 1413 54% 28 1421 86% 58 1428 87% 47 1430 79% 48 1434 88% 33 1435 37 2406 85% 26 2447 83% 24 2451 74% 19 2453 100% 2 2489 100% 2 100% 1	Course Fall 2015 16 Total Class Second Total Class Fall 2016 Number Week Term Size Half Term Size Full Term 1413 54% 28 91% 1421 86% 58 91% 1428 87% 47 89% 1430 79% 48 79% 1434 88% 33 81% 1435 67% 67% 2406 85% 26 67% 2447 83% 24 83% 2451 74% 19 75% 2453 100% 2 2488 100% 2 2489 100% 2 100% 1	Course Fall 2015 16 Total Class Second Total Class Fall 2016 Total Class Number Week Term Size Half Term Size Full Term Size 1413 54% 28 91% 55 1421 86% 58 91% 55 1428 87% 47 89% 62 1430 79% 48 79% 24 1434 88% 33 81% 37 1457 84% 37 67% 27 2406 85% 26 67% 18 2447 83% 24 83% 29 2451 74% 19 75% 12 2488 100% 2 2 2489 100% 2 100% 1	Course Fall 2015 16 Total Class Size Second Half Term Total Class Size Fall 2016 Total Class Fall 2017 16 Week Term Size Week Term Size Full Term Size Week T	Course Fall 2015 16 Total Class Second Total Class Fall 2016 Total Class Fall 2017 16 Total Class Number Week Term Size Half Term Size Week Term Size Week Term Size 1413 54% 28 91% 55 89% 27 1421 86% 58 91% 55 89% 27 1428 87% 47 89% 62 84% 32 1430 79% 24 75% 24 1434 88% 33 81% 37 87% 30 1435 67% 27 75% 16 75% 20 2406 85% 26 67% 18 75% 20 2447 83% 24 83% 29 87% 31 2451 74% 19 75% 12 95% 19 2488 100% 2 100%	Course Fall 2015 16 Total Class Second Half Term Total Class Fall 2016 Total Class Fall 2017 16 Total Class Fall 20	Course Fall 2015 16 Total Class Second Total Class Fall 2016 Total Class Fall 2017 16 Total Class Second Total Class Size Half Term Half Term Half Term Half Term Fall 2018 Park 32 3	Course Number Fall 2015 16 Week Term Total Class Size Second Half Term Total Class Size Fall 2016 Total Class Size Fall 2017 16 Total Class Size Fall 2017 16 Total Class Size Total Class Size Fall 2018 16 Week Term Total Class Size Total Class Size Meek Term Size Week Term Size Size Week Term Size Size Week Term Size Size Size Size Size Size	Course Fall 2015 16 Total Class Second Total Class Fall 2016 Total Class Fall 2017 16 Total Class Second Total Class Fall 2018 16 Total Class Fall 2018 16 Total Class Second Total Class Fall 2018 16 Total Class Second Total Class Fall 2018 16 Total Class Fall 2018 16 Total Class Second Total Class Fall 2018 16 Total Class Second Total Class Fall 2018 16 Fall 2018 16 Total Class Fall 2018 16 Total Class Fall 2018 16 Fall 2018 18 Fall 2018 16 Fall 2018 18 Fall 2018 18 Fall 2018 18 Fall 2018 18 Fall 2018 18	Course Fall 2015 16 Total Class Second Number Week Term Size Half Term Size Full Term Size Week Term Size Half Term Size Half Term Size Half Term Size Week Term Size Week Term Size Half

Departmental Dashboards

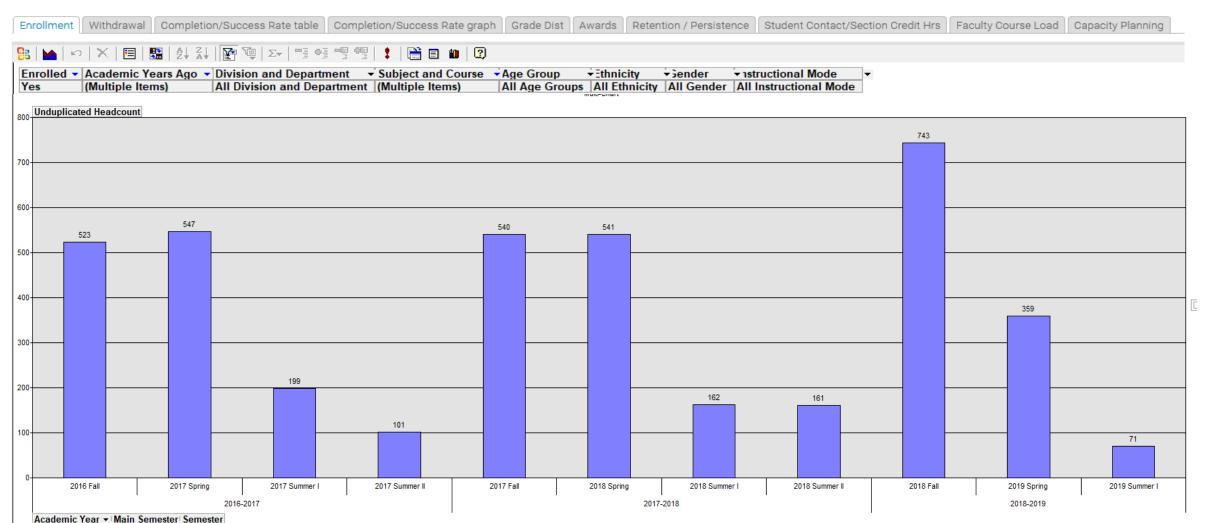


Retention Enrollment Withdrawal Rates Capacity Planning **Grade Distributions** Faculty Load Course Success Rates Awarded Degrees/Certificates

Department Dashboard: Health Sciences

Tags:

Add as favorite Edit Rename Share Delete

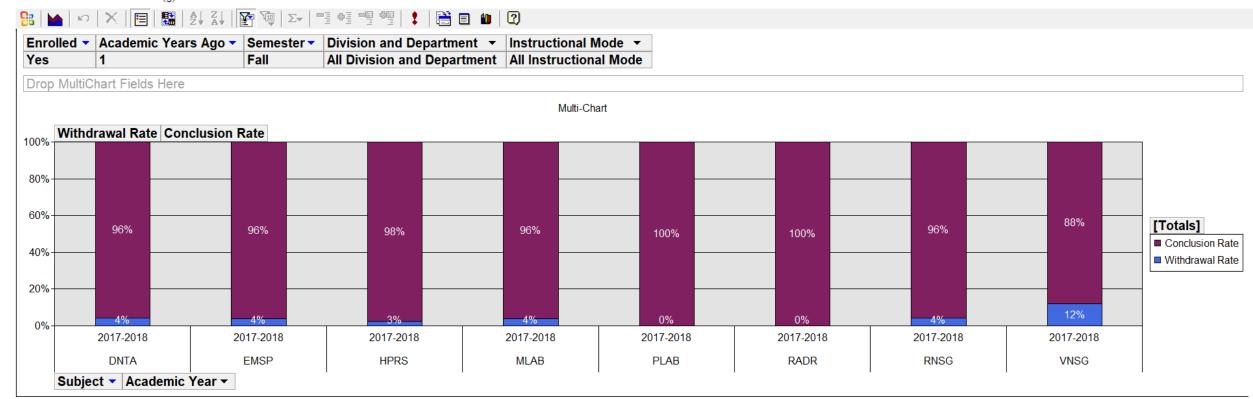


🕻 📋 DASH HS: Withdrawal Rate (g)

Tags:

Switch to table Add as favorite Make My Own Copy Save Changes Share Delete

DASH HS: Withdrawal Rate (g)



Department Dashboard: Health Sciences

Tags:

Add as favorite Edit Rename Share Delete

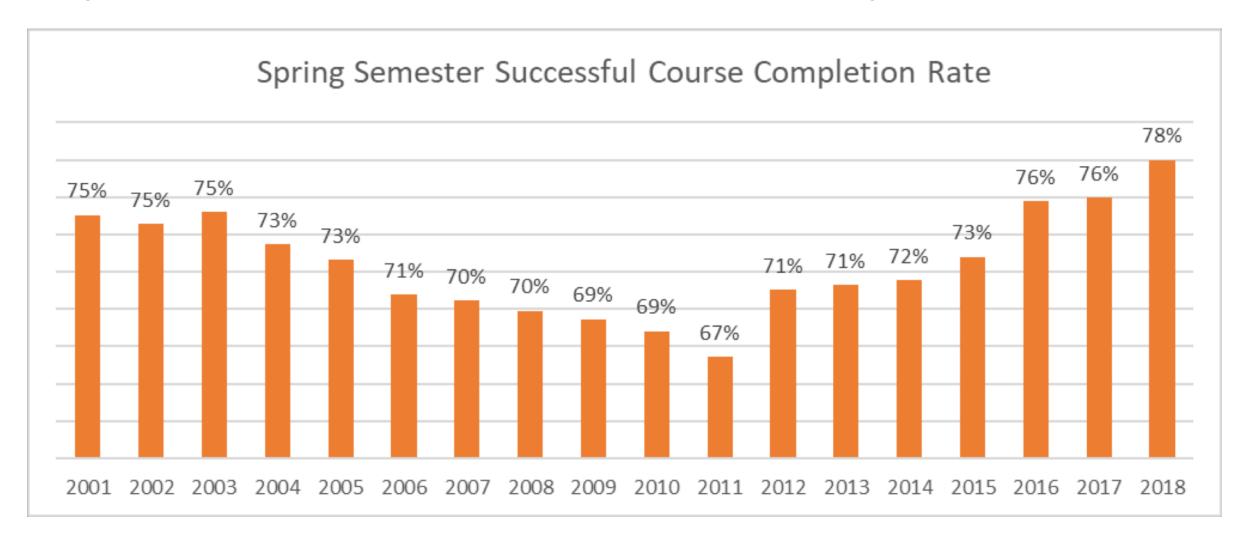
Enrollment	Withdrawal	Completion/Succes	ss Rate table Complet	tion/Success R	ate graph Grade D	ist Awards R	Retention / Persist	ence Stud	ent Contact/Section	Credit Hrs Fac	ulty Course Load
	1 71 🔯 🛅 🔻	- - <mark>1-</mark> ■ %	● 福 埔 ‡ 🍑	= 2							
Student CI			= 1:8:5 + HEED • F								
	_	re Age - Semest	er Division and D	Opportment *	Condor - Ethnic	ity - Ago Grou	n v Instruction	nal Modo. 🕶	Enculty Mombor	_	
Yes	(Multiple Items		e Items) All Division ar							_	
162	(ividitiple items) (ividitiple	Academic Year ▼	iu Departifier	ILIAII Gerideri Ali Etr	inicity All Age G	noups All Instruc	Lional Wood	All Faculty		
			± 2000-2001		2001-2002	E 20	002-2003		⊞ 2017-2018		
O., I	O No	IO								Punnana Data	
Subject *			Completion Rate Suc	ccess Rate C					Completion Rate	Success Rate	
□ DNTA	□ 1191	001			100%	100%	100%	100%			
		00A			100%	100%	4000/	40007			
	E 4000	Total			100%	100%	100%	100%	0.004	000/	
	± 1202		000/	000/					96%	96%	
	± 1205		93%	93%	050/	050/	700/	700/	0.004	000/	
	⊞ 1245		93%	93%	95%	95%	79%	79%	96%	96%	
			94%	94%					000/	000	
			93%	93%	000/	000/	FF0/	FF0/	96%	96%	
	± 1305		020/	020/	86%	86%	55%	55%	96%	96%	
	⊞ 1311		93%	93%	91%	91%	53%	53%	96%	96%	
	± 1315		93%	93%	91%	91%	55%	55%	96%	96%	
	± 1351				91%	91%	58%	58%			
	⊞ 1401				86%	86%	55%	55%	040/	0404	
	⊞ 2000		4000/	4000/					81%	81%	
	± 2150		100%	100%	1000/	1000/	1000/	4000/			
	± 2260		1000/	1009/	100%	100%	100%	100%			
	⊞ 2360		100%	100%	020/	020/	620/	620/	040/	0.49/	
m EMOD	Total		95% 83%	95% 83%	92% 95%	92% 95%	63% 91%	63% 91%	94% 93%	94% 93%	
			85%	85%	83%	83%	91%	91%		95%	
									96%	96% 85%	
⊞ MLAB			83%	83%	84%	84%	88%	85%	88%	85% 88%	
 PLAB RADR							89%	89%	88%	100%	
⊞ RNSG			91%	90%	94%	92%	93%	90%	100% 95%		
	J		88%		94%	92%	93%			92% 93%	
Grand Tota	II		00%	88%	94%	93%	90%	89%	94%	93%	

SO WHAT!?

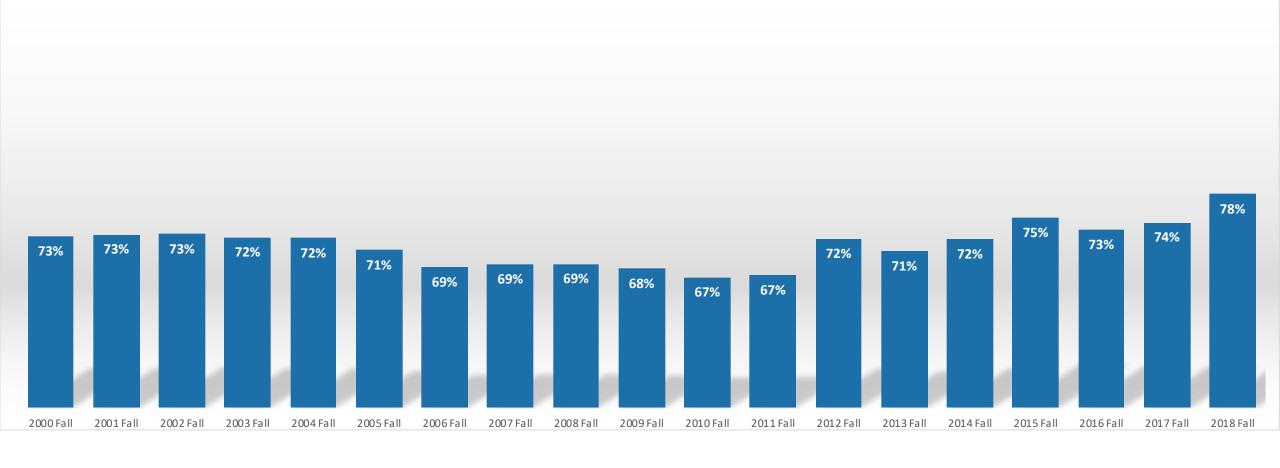
- Student Success Strategies Identified and Implemented to aid Student Success in Every Program or Discipline
- Data Skeptics Became Data Supporters
- Faculty are engaged in the Data and use of Data for Decision Making
- More Research Questions
- Fall 2015 Department Chair Presentations to the Board of Trustees



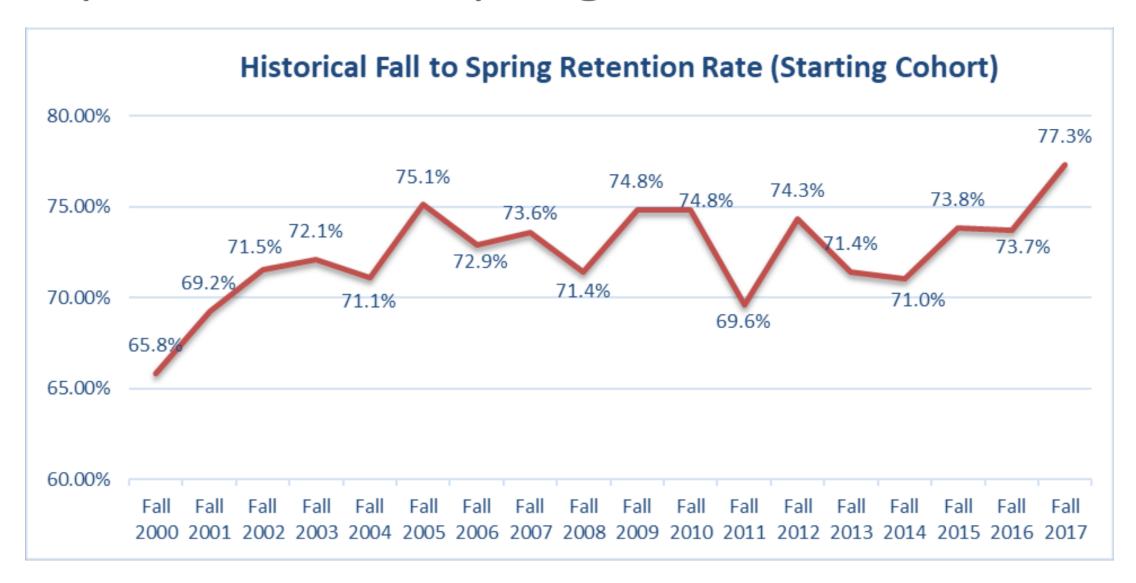
Improved Successful Course Completion Rates



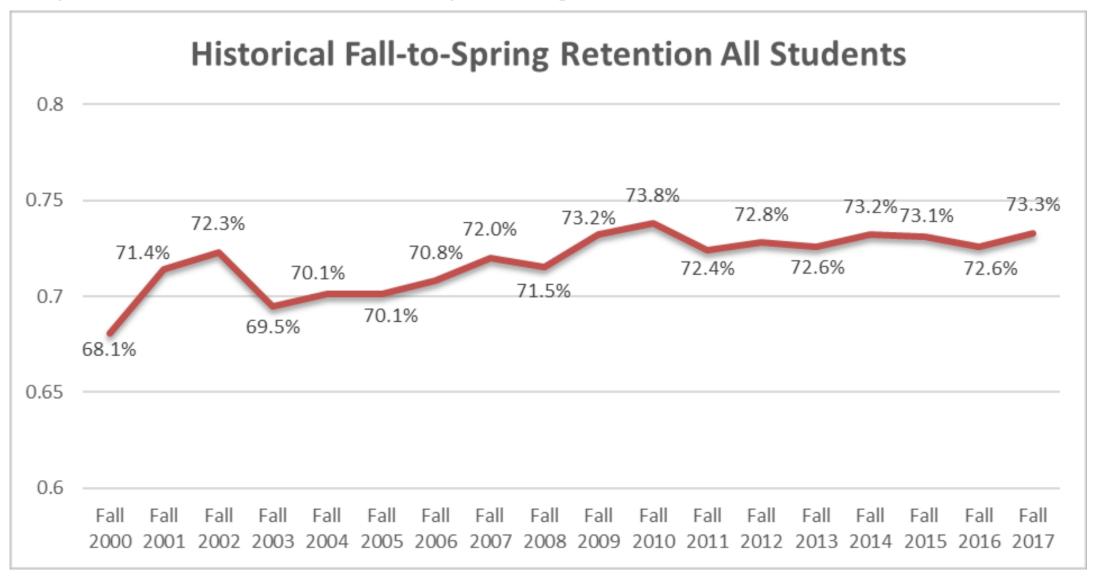
Improved Successful Course Completion Rates



Improved Fall to Spring Retention Rates



Improved Fall to Spring Retention Rates





Questions? Contact Information:

Dr. Dava Washburn, washburnd@grayson.edu (Vice President of Instruction)

Joanna Barnes, barnesjo@grayson.edu (Dean of Health Science)

Dr. Chase Machen, machenc@grayson.edu (Dean of Academic Instruction)

Dr. Kim Williams, williamsk@grayson.edu (Dean of Workforce)

Dr. Debbie Smarr, smarrd@grayson.edu (Dean of Planning and Institutional Effectiveness)