Slide 1

STRATEGIC ANALYTICS AT SANTA ANA COLLEGE

Getting Started with Staffish Analytics

Analytics Kickoff Meeting, 9/2/2020

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Slide 2

Today's Agenda

1 **Welcome and Introductions**

2 **Project Overview**
Analytics Deliverables
Approach and Timeline
Managing the Project

3 **Next Steps**

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Slide 3

Hobsons Team

Michelle Meek - Analytics Project Consultant

Ellen "ejob" O'Brien - Strategic Consultant

Amy Tabor - Project Consultant

Kelly Kilby – Account Executive

Jean Russell - Account Manager

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Starfish Analytics Deliverables

- **Analytics Data**
  - Strategic Data Set - Course Explorer & Student Explorer Dashboards, Model Performance Report
  - Operational Data Set - Retention Scores, Attributes, Model Performance Report
- **Strategic Consulting Remote Engagements**
  - Readiness Assessment
  - Intervention Inventory Workshop
  - Report Out
- **Reveal Presentation & Training**

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Slide 5

Starfish Analytics Tools

Three components of our solution

Intervention Inventory

The Intervention Inventory (a.k.a. SSMx) is an evidence-based framework for documenting and categorizing student success interventions/supports.

Predictors of student retention and success are used in both the Intervention Inventory and the Analytics reports so counselors, faculty, and institutional leaders can connect students to targeted interventions

Retention Scores

Leveraging the Operational Data Model, Retention Scores are provided to trained front-line staff through the Starfish system. Those predicted retention scores and score factors allow advisors to quickly come up to speed on challenges students on their caseloads may be facing. They also allow overloaded staff to prioritize their student outreach and support to those that need it most.

Strategic Dashboards

Starfish Analytics Dashboards help you to guide actions across identified student groups based on specific risk factors. The tools also provide history on courses and course outcomes at the institution, facilitating the analysis of curriculum at the institution in support of improved student success.

Each dashboard has a series of reports that provide focused perspectives of the data being reported.

Common Language and Goals for Student Success

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Slide 6

Strategic Data Model

Process and Definitions

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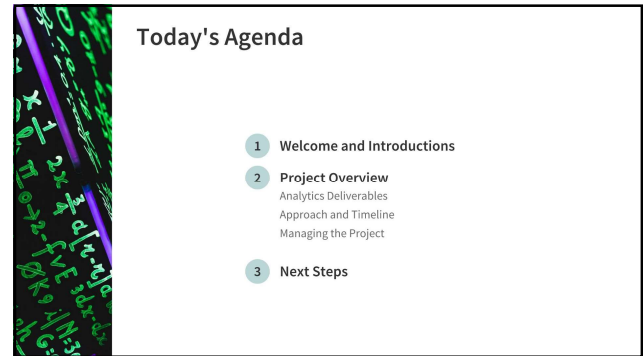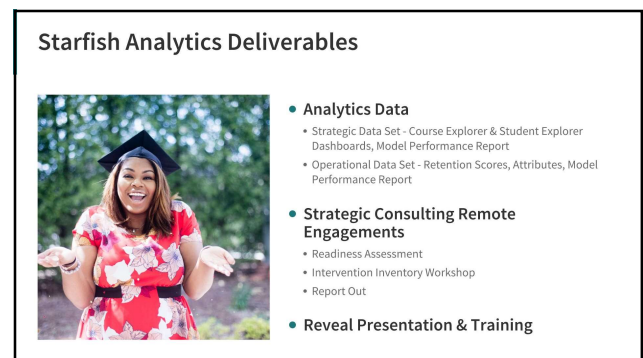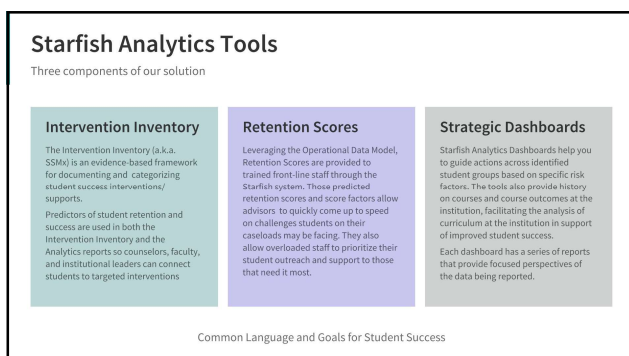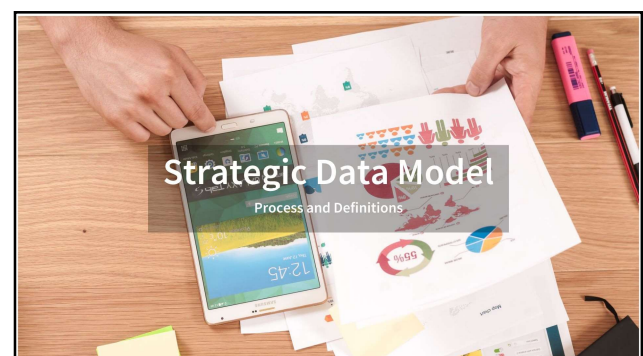## Models and Outcomes to Drive Student Success

Strategic Retention
- **Strategic Retention Score**
- Used for longer term planning and intervention design
- Provided in Starfish Analytics reports and dashboards
- Outcome is retention 12-18 months from the end date of the term of strategic data (usually the last completed term)
- Variables not generally changing during a term

Strategic Completion
- **Completion Score**
- Used for both current and long-term support
- Currently provided in Starfish Student Folders via an attribute
- Outcome is completion within 3 or 4 years from the student's starting date determined by institutional type (3 years is typical for CCCs)
- Variables are the same as those used for the Strategic Model

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Strategic Analytics Reports

Predictive data to identify, measure, and solve the factors that impact student success to inform initiatives and decision-making

Student Explorer
Monitor student performance, predicted student retention risks and the likelihood a student will achieve institutional specific milestone (GPA, progressing with a desired velocity, retention)

Course Explorer
Provides summary and deeply drillable information at the course level that isolates and reveals insights on courses

Benchmarks
Benchmark against previous year outcomes

Benchmark against other like institutions

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Strategic Analytics Reports

Predictive data to identify, measure, and solve the factors that impact student success to inform initiatives and decision-making

Course Trends
Identify grade code patterns over time, within a term and between terms. Course Trends shows patterns from the institution level down to the course section level.

Historical Data
View enrollments and student outcomes over time. Enrollment numbers, percentages, numbers of credits earned and retention rates and more can be viewed graphically in order to help identify trends and whether changes to programs or with certain groups of students are having an impact.

Model Performance
Provides insight into the predictive modeling process so there is more confidence in the predictions. You will be able to see the most recent information for any predictive models that have been used to score students: both retention and completion.

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Strategic Data Process

Data Extraction

1 Look Up Tables Loaded
2
3 Automated QA
4 Aggregated Data QA
5 Process Analytics and Reveal Preparation
6 Reveal Trends Review
7 Take Action

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Standard Definitions

- **Based on Predictive Analytics Reporting (PAR) Framework, a non-profit project funded by the Gates Foundation**
- **Definitions built on consensus across the community membership when PAR was founded in 2011**
- **Designed to ensure consistency within the Analytics database**
- **Consistent Data**
  - Helps to build strong predictive models
  - Enables comparisons across Analytics Community
  - Empowers the ability to share insights and establish best practices
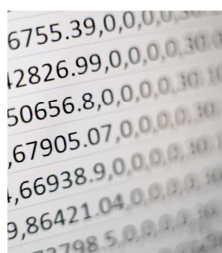
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Analytics Standard Definitions

- **What is a Qualified Student?**
  - Seeking an undergraduate degree/credential
  - Enroll for the first time on or after Fall 2009
  - Once in the data set, remains in the data set regardless of breaks or stop outs
  - Non degree seeking students that started on or after Fall 2009, but become degree seeking
- **Who is Excluded?**
  - Students previously enrolled at the institution, who restarted after the Start Date (Fall 2009)
  - Dual enrolled high school students (**who are not degree seeking**)

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Analytics Standard Definitions

- **Institution ID**

  Every institution will get its own institution ID. That ID is attached to every data file that gets sent in.

  Notification of Institution ID will be given through email/Mavenlink

- **Start Date**

  The date of the term/ course enrollment period for your Fall 2009 term (often August 24, 2009)

  This date will vary according to institution schedules; exact dates are provided by each institution and are placed in the institution look up table

- **End Date**

  The end date of the last course enrollment period to be included the PAR data set for the participating institution. Will be Spring 2020 end date for SAC.

  The exact date is provided by each institution and is placed in the institution lookup table

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Analytics Standard Definitions

- **Course**
  - All courses that a qualified student takes during data collection period
  - Includes those with 0 credit value
  - Irrespective of mode of delivery
  - Student must remain enrolled past penalty-free (not on student's record) drop period

- **Credential**
  - Any undergraduate credential including certificates, associates degrees and bachelors degrees.
  - Excludes: Post Baccalaureate Certificates, Graduate Degrees

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Strategic Analytics Data Requirements

Look Up Tables
- Excel workbook
- Template found in Starfish Help Center
- Submitted via Starfish Support
- Expect 2 week turn around time to load the tables

Strategic Data
- PAR Student ID = Starfish Integration ID
- Combination of Student ID and Institution ID create Unique Student ID
- Files submitted in .txt format
- Delimiter of | (pipe symbol) between each field to distinguish data
- "EOR" at the end of every record
- File specs found in Starfish Help Center

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Look Up Tables

- **Allows data definitions to be defined by the institution**

  E.g.: Student Grade values may vary among institutions. You will provide all of your grade codes going back to 2009, and also indicate for us if the grade should be evaluated for C or higher

- **Planning for the values to be included in the look up tables will benefit from internal conversations based on your specific needs**

- **Look Up tables must be submitted to our team before sending the strategic data set and are required for our automated QA**

- **QA Role in Analytics**
  - IR
  - Tech Team
  - Project Manager

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Strategic Data Files

8 pipe-delimited files in a .txt format

1. **Student**

   Defines PAR qualifying student for the purpose of analytics

2. **Course_catalog_analytics**

   Listing of all courses for where there are records int eh student_course file

3. **Student_course**

   All courses that PAR qualifying students have taken

4. **Student_credentials**

   Listing of all credentials that the students are pursuing or have pursued

5. **Student_cred_earned**

   Listing of all credentials that the students have earned at the institution

6. **Student_financial_aid_analytics**

   Indicate if a student have completed a FAFSA or been awarded Pell

7. **Student_changing**

   Depicts changing variables over a student's enrollment including residence, military status, etc.

8. **Student_transfer**

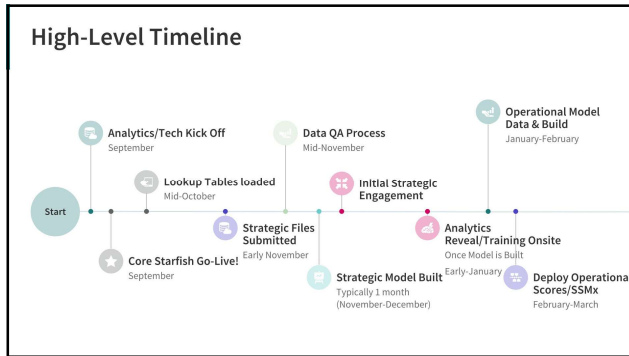   Listing of all institutions that a student has transferred credits from
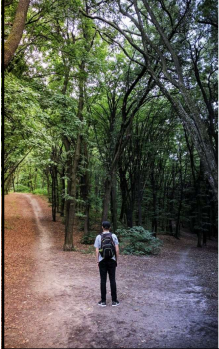
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Timline & Upcoming Discussions

Strategic and Technical Tracks

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High-Level Timeline

Analytics/Tech Kick Off
September

Data QA Process
Mid-November

Operational Model Data & Build
January-February

Lookup Tables loaded
Mid-October

Initial Strategic Engagement

Start

Strategic Files Submitted
Early November

Analytics Reveal/Training Onsite
Once Model is Built

Core Starfish Go-Live!
September

Strategic Model Built
Typically 1 month
(November-December)

Early-January

Deploy Operational Scores/SSMx
February-March

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Making the Most of Your Data Model
Data Considerations

- Meeting is designed to support you in planning and decisions for you to submit your look up tables
- Institutional Options to customize the filters and data set
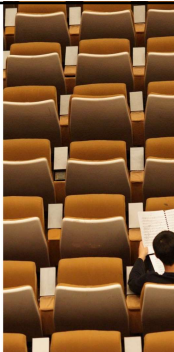
Technical/Functional Track

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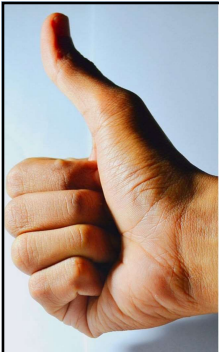
Planning For Roll Out

· **Ethical**
Are your uses of the tools expanding opportunities for students?
Do they understand the limitations and appropriate use of predictive scores?

· **Political**
Access to the analytic tools is controlled by roles
Users should be actively using the tools to support students
Training is an essential component of the rollout

· **Technical**
Data uploads are used to grant access to the tools
Understand the options available in the data you provide

Strategic Track

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QA Training

- Training session for team members who will support the QA Process on your team
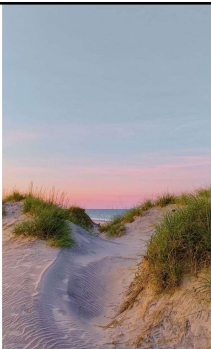- IR, Tech Lead, and Project Manager

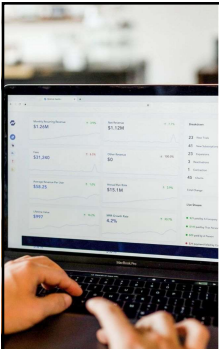Technical/Functional Track

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Providing Access to Analytics

- Training for how to set up roles to access the analytics tools
- Meeting will reinforce the Analytics Roll Out Planning meeting content
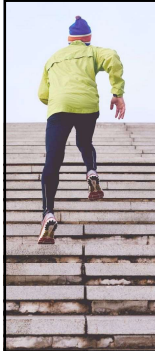Political/Ethical Considerations

Technical/Functional Track

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Analytics Reveal and Training

- Engagement to "reveal" your strategic analytics and train your end users on how to use the reports

Strategic Track

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Immediate Next Steps

- **Confirm Weekly Meeting Schedule**
  - Mondays: Amy for Core Implementation
  - Wednesdays: Michelle/ejob for Strategic Analytics - when to begin, After Core Go-Live?
- **Remote Engagements with Strategic Consultants for Intervention Inventory and Readiness Assessment**

- **Confirm Decision for 3 or 4-year Completion Score**
- **Review Mavenlink Tasklist and Invite Analytics Team**
  - Project Management site

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Questions & Discussion
Thank you!

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Success Teams Part 2

Orientation

Friday, May 22

9:00 - 10:30 am

Welcome & technical announcement

For the first part of this meeting:

- You will be MUTED & video will be OFF
- If you are joining by phone and computer/tablet, please connect your phone to your computer/tablet (#participantID#)

For any technology issues please ask for help in the chat and we will message you privately for support

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Team introduction

Stephanie Clark
Guided Pathways
Coordinator

Maria Dela Cruz
Dean of Counseling

Sia Smith-Miyazaki
Director
Career Ladders Project

What kind of experience do we want our students to have at SAC?

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Success Teams

Success Teams are cross-functional teams focused on supporting and guiding students through their academic journey.

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Success Teams

Designed to improve college communication with students, and also improve communication between offices and services.

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Goals for Success Teams

- Ensure students are in the correct major / program

- Ensure that Pell-eligible students are receiving their financial aid

- Ensure that all new FTF in CAP have a two-semester or comprehensive student educational plan

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Success Team roles

- CAP Coordinator

- Discipline Faculty Lead

- Counselor Liaison

- Success Coaches

- Financial Aid Specialist

- Career Coach

GP Breakout Session: Success Teams

May 13, 2020

Session co-hosts: Maria Dela Cruz, Steve Bautista, and Tanisha Burrus

Introductions: Share name, role, why you joined this session!

Name of session participants:
Maria Dela Cruz - Dean of Counseling
Steve Bautista - Faculty/Counselor
Tanisha Burrus - Staff
Michael Ha - CEC Faculty
Matt Bittner - Faculty
Araceli Calderon - Faculty
Wenndy Esparza - CEC Staff
Gregory Gonzales - Faculty
Ruby Flores - Staff
Stephanie Paramore - CEC Dean of Student Services and Instruction
Denise Boyd - Faculty
Vaneithia Hubbard - Vice President of Student Services

Goals related to success teams - scale of adoption

Goals - what it looks like to be implementing GP redesign "at scale"	SAC status
2c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	Scaling in Progress
2d. Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.	Planning to Scale

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3a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements	Planning to Scale

Take inventory & brainstorm

Step 1: Where we are now - *What are the current practices/progress related to this goal?*
Step 2: Path ahead - *How could we better support students (or support more students) in this area?*

Goals	1) Where we are now - current practices/progress	2) How to better support students
2c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	CEC - Curriculum Development for Math, Contextualized Math, Set Study skills hours, Math Jam/Bootcamp SAC - Learning Center, Specialized programs (i.e. EOPS, MESA) tutoring, SSS/Trio summer bridge program	More tutoring and library hours for evening students Staff know how to refer students to the correct resources, feel supported and follow up conversatio Help students clarify their program of study/acaden goals. Career exploration and pathways assistance from discipline faculty. Make sure each student have education plan
2d. Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.		

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| 3a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements | Near Completers for Certificate students (Career center - CTE programs)

Contextualized Math for the careers

Early Alert

CEC skills course to help transition | Require/Ensure every student has a comprehensive education plan.
Expand near completers to degree seeking students
Query students who don't have an education plan a cross check with near-completers database.
Starfish tool - Success plans/To do lists, New Early Alert system
Video to navigate the system/how to (youtube).
Support group for high school students in academic transition to SAC/peer mentoring as well.
Support CAP/Dual Enrollment/Middle College studen in hybrid courses.
Canvas - Share campus resources to encourage stud (i.e. Counseling). |

Review goals and prioritize

Which goal(s) should we prioritize for fall?
- Review list above, choose 1-2 goals to focus on for fall

Goal 1	(Goal 2)
Launch all 8 Success Teams in Fall Building Bridges - 1 and 3 2020 GOALS for 7 Success Teams 1. Ensure every student has an education plan - Math and English first year 2. Ensure every student fills out FAFSA/Dream Act application 3. Ensure every student is in	

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the correct program of study/major - career exploration	

Action items

Step 1: For the 1-2 goals your group selected above, review the action items identified so far [grey out goals you will not address in fall]

Step 2: Do these action items align with your group's discussion about how to better support students? Update as needed

Goals	Action items identified so far	Updates?
2c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	● Evaluate the effectiveness of embedded tutors. ● Identify other best practices to help academically underprepared students succeed, including other college models, such as Cuyamaca College.	
2d. Special supports are provided to help academically underprepared students to succeed in the	● Evaluate the effectiveness of co-requisite courses. ● Identify other best practices to help academically underprepared students succeed, including other college models.	

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"gateway" English courses by the end of their first year.		
3a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements		

Next steps
What needs to happen next to make progress towards our goal(s)?

What?	Who?	When?
Follow-up planning meeting		

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