

Student Success BY THE NUMBERS

SSBTN INSTITUTE: KEY FINDINGS & TEAM DISCUSSION NOTES

Institution Name:

This four-part Key Findings Template is designed to be completed collaboratively by a cross-role college team charged with developing plans for advancing the college's student success agenda.

Each section of the Key Findings Template includes instructions for completion. The information resources needed for completing the template are listed below:

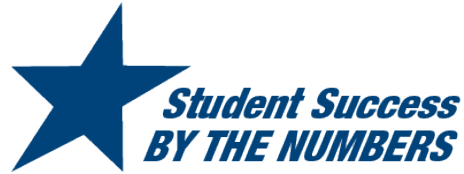
- Completed Culture of Evidence Inventory for each individual Institute participant from the college (*Part I*)
- *CCSSE* and/or *SENSE* Institutional Reports and the Center's Data Analysis Guide (*Part II*)
- Results of the college's student cohort tracking assignment (*Part III*)



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Part I: Building a Culture of Evidence

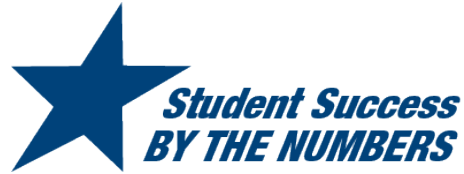
Review Steps	Guiding Questions	Responses/Notes
1. Key findings	<p>Where does the college team have converging/diverging perceptions regarding the college's progress on building a culture of evidence and inquiry?</p> <p>What existing knowledge has been reinforced?</p> <p>What new insight has been gained?</p>	
2. Additional data collection/analysis	<p>What do college team members not currently know that they need to know about policies and practices requisite to a strong culture of evidence and inquiry? How will we obtain or share that additional data/information?</p>	
3. Building on and refining current work	<p>How might the discussion of Inventory items suggest that the college might modify or strengthen current policies and practices? What is the top priority?</p>	
4. Campus involvement	<p>Who else – faculty, staff, students, administrators – at the college needs to be involved in this discussion? How will we involve them?</p>	



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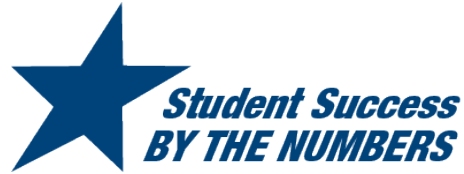
Part II: Understanding and Using Student Engagement Data

Review Steps	Guiding Questions	Responses/Notes
<p>1.Key Findings Review (SENSE and CCSSE data)</p> <p>A. Compare benchmark scores* with peer and/or consortium institutions</p>	<p>What findings from these comparisons (at the benchmark level) capture the attention/concern of the college team?</p> <p>What specific findings have particular pertinence to the college’s current student success initiatives and current strategic plan?</p> <p>What specific findings point to potential priorities for college action?</p>	
<p>B. Examine at the item level (both those that fall within the benchmarks* and those that don’t) where the college’s results differ significantly (+ or -) from the aggregate results for peer or consortium colleges (SENSE and CCSSE data)</p>	<p>What findings from this comparison capture the attention/concern of the college team?</p> <p>What specific findings at the item level have particular pertinence to the college’s current student success initiatives and strategic plan?</p> <p>What specific findings point to potential priorities for college action?</p>	



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Review Steps	Guiding Questions	Responses/Notes
<p>C. Disaggregate the Data: Examine at the benchmark* and item level key breakout analyses (<i>SENSE</i> and <i>CCSSE</i> data):</p> <ul style="list-style-type: none"> ▪ Full- time vs. part-time students ▪ Developmental vs. non-developmental students ▪ Traditional vs. non-traditional college entry age students ▪ First-generation vs. non-first-generation 	<p>For each breakout analysis:</p> <p>What findings from this comparison capture the attention/concern of the college team?</p> <p>Where do the data demonstrate that different groups of students are having very different experiences?</p> <p>What specific findings have particular pertinence to the college’s current student success initiatives and strategic plan?</p> <p>What specific findings point to potential priorities for college action?</p> <p><i>Note: Be sure to check the number of students (n) in each breakout group to ascertain whether the numbers are large enough to support interpretation of the results.</i></p>	



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Part III: Student Cohort Tracking Review

Review Steps	Guiding Questions	Responses/Notes
<p>1. Student Cohort Tracking Review</p>	<p>What findings from the student cohort tracking capture the attention/concern of the college team?</p> <p>What patterns, if any, are there?</p> <p>Which disaggregated student groups appear to be succeeding at the highest rates?</p> <p>Which disaggregated student groups are succeeding at the lowest rates? At what point in their college experience do the struggles appear to begin?</p> <p>What does the cohort tracking work suggest are the points in the students' college experiences where strategic interventions/ improvements could make a significant positive difference?</p>	



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Part IV: Building a Data-Informed Student Success Agenda

Planning Steps	Guiding Questions	Notes
1. Insights and ideas from concurrent sessions	Which (if any) of the strategies or approaches discussed in the Institute's concurrent sessions (Thursday) are potentially of greatest interest to the college? <i>[Note: source and contact person for future use.]</i>	
2. Priorities for strengthening the college's student success agenda	Based on work and learning during the Institute, what does the college team identify as the three top issues that need to be addressed to build or strengthen the college's student success agenda?	
3. Campus Engagement & Communication	How will other key individuals and groups on campus be engaged in further discussion of findings and insights developed through work at the Institute?	
4. Updating the SSBTN Work Plan	Based on these discussions, what refinements would the team make in the college's existing work plan for Student Success BY THE NUMBERS?	



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<p>5. The Next Step</p>	<p>What is the very next step that the college will take toward building institutional capacity to support and sustain an effective student success agenda? Who will be the person responsible? By when will it be accomplished?</p>	
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