Data Collection: Reducing the Challenges and Benefitting from the Work
Submitting Questions

- To submit a question, type the question in the **text field** and press your **Enter/Return** key.
  - Please enter the name to whom the question is directed.

- Your name and your question will appear on your screen, indicating successful submission.

- Questions are directly transmitted to presenters—no other participants will see your questions.
Practice: Attendance Poll

In the chat room, please type your name, the name of your organization, your location, and the number of people attending with you today.
Access to Webinar Materials

This session will be recorded and made available on the Plus 50 website: http://plus50.aacc.nche.edu.
Presenters

• **Nancy Latham**, MPM, Ph.D.
  Chief Learning Officer, LFA Group

• **Carol Davis**, Vice President of
  Community Outreach
  Spoon River College
Learning Objectives

At the end of the webinar, you will be able to:

• Ensure high quality of your data.
• Simplify your data collection steps.
• Use data to inform program improvement.
Getting Started
Reasons to Love Data Collection!

- Continuous program improvement
- Demonstrate outcomes to internal and external constituencies
- Demonstrate data collection capabilities
Thank you for your excellent work!

You Collect Data → You Help to Demonstrate Value of the Plus 50 Model → Other Colleges See the Model as a Good Investment

Other Colleges Adopt the Plus 50 Model → More Plus 50 Students Benefit from Plus 50 Programs → More Plus 50 Students are Advancing their Careers
Quick Review: Data Elements to Collect
Workforce Programs and Courses

List of workforce programs

Courses taught within workforce programs

Number of students who have completed these courses

12
Math, English, and Computer Refresher Courses

Number of these courses taught within your Plus 50 Program

Information regarding these courses (i.e., are the courses flexible, accelerated, and/or taught by instructors who have participated in Plus 50 PD?)

Number of students who have completed courses
Instructors Participating in Plus 50 Professional Development (PD)

- Names of participating instructors
- Names shared with IR Partner
  - IR partner extracts data on whether courses are taught by instructors who have participated in Plus 50 PD
Participation in Support Services

Number of students using the following support services:

- Plus 50 Completion Advisors
- Financial Aid Supports
- Career Development Supports (workshops, one-on-one)

Number of employers your program works with to create linkages
Outcomes: Credentials, Credit for Prior Learning, and Employment

The number of students who:

- Have received any credit for prior learning (i.e., CLEP exams, work or life experience, etc)
- Received a completion credential (i.e., Associate’s Degree, certificate, non-credit certificate)
- Have become employed (including those enrolled in prior program years)
Hot Tips for Data Collection
Who Should Be Involved in Data Collection?

Data Collection Champion (DCC)

- Someone on your Plus 50 Team who does not collect the data, but is responsible for ensuring data are collected

IR Partner

- Someone from the Institutional Research (or Institutional Effectiveness) Department who can support the DCC in collecting data that are stored in the college’s databases (usually data on workforce courses)
### Which students should be counted?

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Who Counts?</th>
<th>Who Does <strong>Not</strong> Count? (Examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workforce Courses</strong></td>
<td>Students 50 and older in courses associated with programs within your Plus 50 program.</td>
<td>Students 50 and older who are in workforce courses <strong>not</strong> designated as part of your Plus 50 program.</td>
</tr>
<tr>
<td><strong>Refresher Courses</strong></td>
<td>Students 50 and older participating in math, English, and computer courses designated as part of your Plus 50 program.</td>
<td>Students in remedial math and English who happen to be 50 and older.</td>
</tr>
<tr>
<td><strong>Wraparound/Support Services</strong></td>
<td>Students 50 and older who participate in support services (see a Plus 50 Advisor, come to a financial aid or career development workshop, etc).</td>
<td>Students 50 and older who see a standard advisor (unless the standard advisor has been trained as part of the Plus 50 program).</td>
</tr>
<tr>
<td><strong>Completion Outcomes</strong></td>
<td>Students 50 and older who have received a degree, certificate, or non-credit certificate who have <strong>also</strong> participated in the designated workforce programs.</td>
<td>Students 50 and older who have received a degree or certificate, but who were <strong>not</strong> in designated workforce programs.</td>
</tr>
</tbody>
</table>

**Extractable Data**
- Stored by your college
- You may access these data at any time
- IR partner will usually extract these data for you

**Real-Time Data**
- **Not** stored routinely by your college
- You must collect this data at time of service
Real-Time Data and Whom to Involve in Data Collection

The DCC:

• Does not have to collect all of the data
• **Should** ensure that everyone who collects real-time data at the point of service is equipped to collect participation data (e.g. has sign-in sheets or Excel workbooks into which names of participants are entered)
There are two reasons to collect data:

1. To report the number of participants

2. To allow your IR partner to determine whether courses are taught by those who have participated in Plus 50 professional development
Hot Tips from Colleges

Develop an Excel spreadsheet with tabs that correspond to the Plus 50 Data Collection Workbook.

Identify a point of contact from each program for completion data.

Keep Plus 50 events, contacts, and advisory activities on one Outlook calendar.
Hot Tips from Colleges for Working with your IR Partner

Schedule time with your IR Partner to request data extract.

Begin working with your IR Department as soon as the term is over.

Identify the data that your IR Department cannot provide and develop alternatives.
Hot Tips for Using Data to Inform Program Improvement
Sample Questions Your Team Can Ask to Reflect on **Process Data**

- How many students participate in support services?
- How many courses are tailored to meet the needs of Plus 50 students?
  - Did you meet your program goals?
  - If so, what accounts for your success?
  - If not, where do you need to make changes?
Sample Questions Your Team Can Ask to Reflect on Outcome Data

How many students are earning credentials, earning credits for prior learning, and becoming employed?

- Did you meet your program goals?
- If so, what accounts for your success?
- If not, where do you need to make changes?
Questions & Answers

Please enter any questions you may have about the content covered in today’s session in the chat room.
For More Information

To View a Recording of this Webinar

Today’s session was recorded and will be available on the Plus 50 website: http://plus50.aacc.nche.edu.
Thank You!