



**COLLEGE & CAREER  
READINESS**

# INSIDE OUT-REFLECTING ON DATA AND PERFORMANCE

**Presented by: The CCR Data Team**

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# OBJECTIVES



ASSESSING YOUR  
SERVICE AREA



WHO ARE YOU  
SERVING?



DATA  
REFLECTION



RETHINKING  
WORKFLOWS

# STUDENT DEMOGRAPHICS ACTIVITY

Who do you serve?

- Go to the Statistical Data website using this address.
- <https://statisticalatlas.com/United-States/Overview>

Build a PowerPoint using the data in the following subject areas:

- Educational Attainment
- Race and Ethnicity
- Employment Status
- Age and Sex

Save your Power Point.

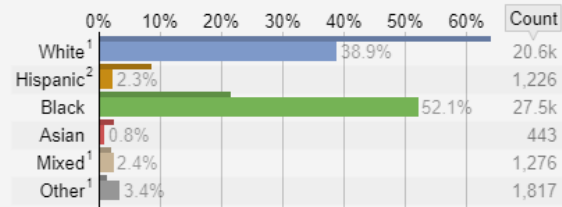
### Race and Ethnicity

#1

Percentage of the total population.

Scope: population of North Carolina and Halifax County

Halifax County North Carolina



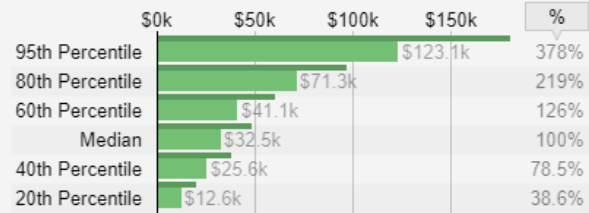
Count number of members in ethno-racial group  
<sup>1</sup> non-Hispanic <sup>2</sup> excluding black and Asian Hispanics

### Household Income Percentiles

#1

Scope: households in North Carolina and Halifax County

Halifax County North Carolina



% as percentage of median household income

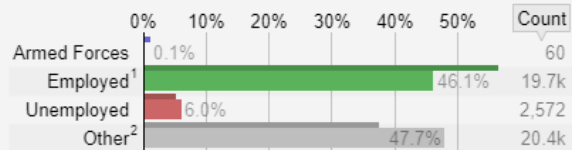
### Employment Status

#1

Percentage of population aged 25 to 64 years old.

Scope: population of North Carolina and Halifax County

Halifax County North Carolina



Count population with given employment status  
<sup>1</sup> excluding armed forces <sup>2</sup> not in the labor force

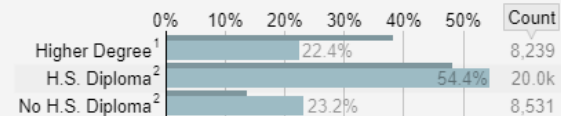
### Educational Attainment

#1

Highest level of education among people aged 25 years and older.

Scope: population of North Carolina and Halifax County

Halifax County North Carolina



Count number of people in category  
<sup>1</sup> Post-Secondary Degree <sup>2</sup> H.S. = High School

# STUDENT DEMOGRAPHICS-EXAMPLE



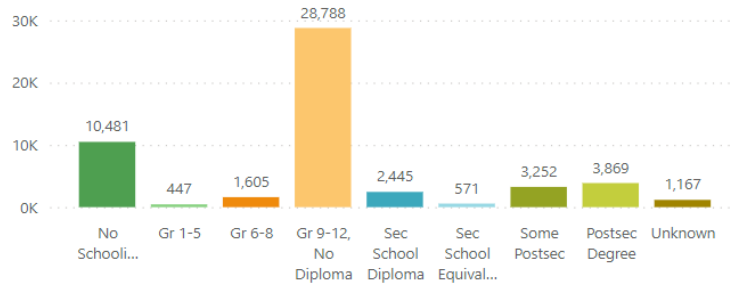
# Student Demographics Comparative

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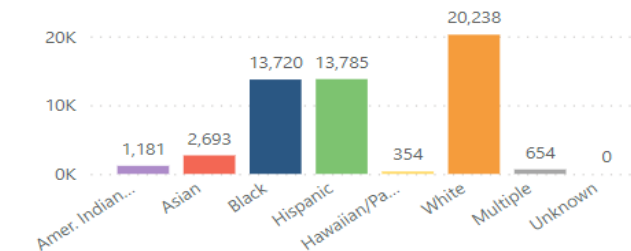
- I. Go to the Power Bi website using this address.  
<https://app.powerbi.com>
  
- II. Locate the following information within Power BI.  
Total number of:  
Students served\_\_\_\_  
Participants \_\_\_\_  
Reportables \_\_\_\_  
Participants Retention Rate \_\_\_\_  
Participants Post-test Rate \_\_\_\_  
Most recent MSG rate \_\_\_\_
  
- III. Demographics- Does your current program reflect the statical data generated?
- IV. Submit the PP to Dalanda Bond at [bondd@nccommunitycolleges.edu](mailto:bondd@nccommunitycolleges.edu)

# STUDENT COMPARATIVE - EXAMPLE

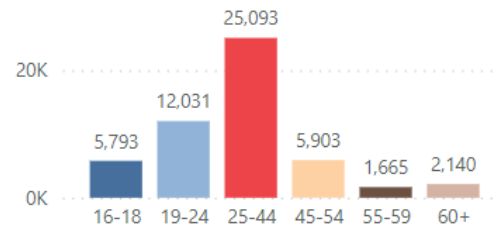
Total Students Served by Highest Ed Level at Entry



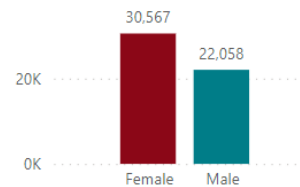
Total Students Served by Race Ethnicity



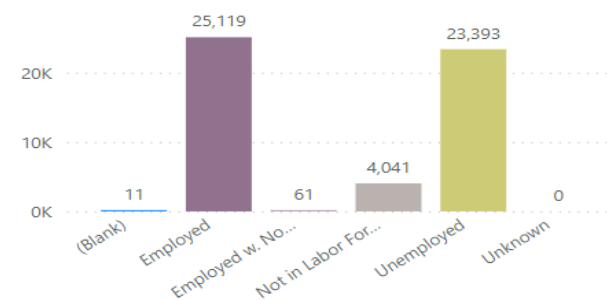
Total Students Served by Age Range



Total Students Served by Sex



Total Students Served by Emp. Status at Entry



# PROGRAM ANALYSIS

Which populations are you serving well?

How can you continue to serve those populations in your community?

How do you market and advertise your program?

After comparing your program and the statistical atlas data, what do you see?

### **Marketing, Recruitment, Student Enrollment**

How does the community know about your programs and services?

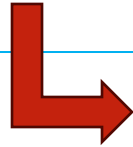
How do students reach you?



### **Initial Placement**

What is the process for assessing students?

How do you use this data?



### **Class Planning and Scheduling for Student Progress**

How do you provide a schedule that ensures student can make progress?

Does each program offer sufficient intensity and duration for students to be post tested?

Do you offer distance learning to provide access to communities with barriers?

How do you ensure students have digital access, a device and skills?

# BUILDING BLOCKS FOR PROGRAM MANAGEMENT



## Building Blocks for Program Management- continued

### Student Retention and Student Success

How do you monitor student retention and completion?

What tools do you use to assess barrier to attendance?

How are instructors involved in your student retention, progress and completion data?



### Monitoring Attendance/Progress

What process do you use to track and monitor attendance?

How do you document student progress?



### Post- Testing

How do you know when a student is ready to post-test?

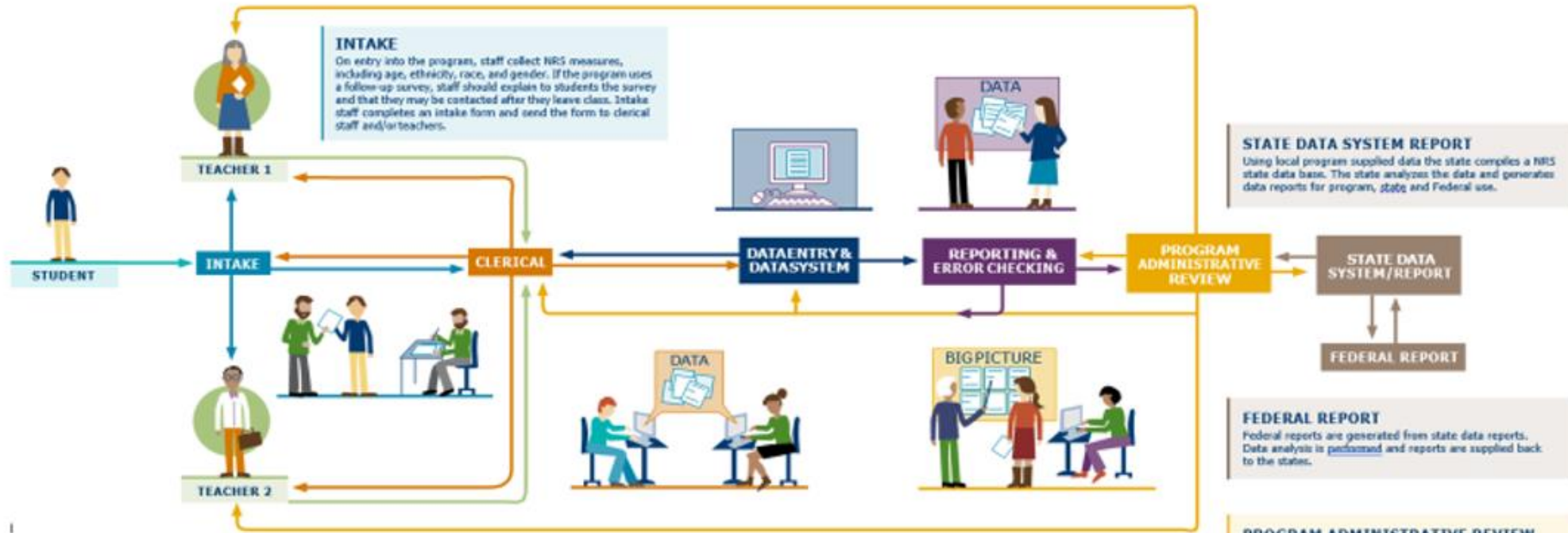
What is the process to post-test to meet state's post-test rate?

**Assessment Manual** - Who is responsible for training your team per NC Assessment Manual?

# Reflections



## Suggested Workflow



**INTAKE**  
On entry into the program, staff collect NRS measures, including age, ethnicity, race, and gender. If the program uses a follow-up survey, staff should explain to students the survey and that they may be contacted after they leave class. Intake staff completes an intake form and send the form to clerical staff and/or teachers.

**STATE DATA SYSTEM REPORT**  
Using local program supplied data the state compiles a NRS state data base. The state analyzes the data and generates data reports for program, state and Federal use.

**TEACHERS**  
Teachers have a large role in data collection in most programs because they often report student attendance or contact time, assess students, and sometimes report test scores. In addition, teachers who have direct contact with students are often asked to provide student information that was missing or incorrect at other stages of the data collection process. Teachers complete forms and, ideally, have a role in reviewing data and reports.

**CLERICAL AND ERROR CHECKING STAFF**  
The data collection process may result in a high volume of paper—forms, test scores, attendance records, and surveys—that clerical staff receive and track. Clerical staff must develop an organized system for managing this paper flow that includes receiving forms from other staff for checking and correcting. After error checkers correct forms, clerical staff then submit forms for data entry.

**REPORTING AND ERROR CHECKING**  
As an essential feature of the data collection process is regular and frequent review of data entered into the data system. The data system should have programmed error reports that allow for a review of inconsistent, out-of-range, and missing data. Data entry and clerical staff should regularly review these reports and should return them to teachers, intake workers, and clerical staff to clarify problems and obtain the missing data. Reports should then be sent to data entry staff for entry into the database.

**FEDERAL REPORT**  
Federal reports are generated from state data reports. Data analysis is performed and reports are supplied back to the states.

**PROGRAM ADMINISTRATIVE REVIEW**  
The process should include a regular opportunity for the program director and other program leaders to review data reports. The director may often be the only person in the program who can see the big picture and thus, brings a different perspective to the data review process. This review may raise further questions about data integrity, requiring another round of data checking and verification among the staff. The program director may share data reports with staff to identify problems, track progress, and receive staff buy-in into the data collection process by demonstrating how data can be used for program management and improvement.

