RESOURCES TO SUPPORT DASHBOARD DATA USE: WTCS College-wide Student Success Dashboard - Questions to Support Data Analysis when Convening Teams

This document serves as a resource for Wisconsin Technical College System (WTCS) student success advocates to reflect upon while reviewing the contents of the WTCS College-wide Student Success Dashboard. The following probing questions can be used to ignite discussions around opportunities to transform data into information in support of making strategic, data-informed decisions.

Understanding College Data Trends:

a) How has the dashboard indicator trended over the last five years at your college (e.g., increase, decrease, volatile, consistent)?

b) How does this trend compare to the WTCS overall?

c) Identify a WTCS college(s) or non-WTCS college you might benchmark your college with. How does the dashboard indicator over the last five years at your college compare to the identified benchmark college(s)?

Identifying Equity Gaps:

a.) Identify any equity gaps that exist within the available data for your college (e.g., economically disadvantaged students vs not economically disadvantaged students).

b.) Among which populations does it appear equity gaps are narrowing at your college?

c.) How do your college equity gaps compare to WTCS overall equity gaps?

Reflection and Next Steps:

a) Who at your college should be made aware of the dashboard indicator equity gaps you identified? Why should they be made aware of the data and how could they use the data?

b) What kinds of policies, practices, and/or programs does your college currently have in place to help each student achieve higher rates of success in the dashboard indicator?

c) Identify a quantifiable goal you would like to see your college achieve related to the dashboard indicator.

d) What additional data might you need to help monitor your progress towards your identified dashboard indicator college goal?

e) What are your next steps? Refer to the WTCS Effective Use of Data Framework or your college continuous improvement processes. Next steps could include: schedule time with other staff to review dashboard indicator data; reflect on dashboard indicator data; explore additional data; create an action plan, etc.

f) How does the presented dashboard indicator data and emphasis on equity in student outcomes support/align with other college-wide efforts (e.g., college-wide accreditation, departmental/college strategic planning, college-wide continuous improvement, grant writing, existing student success initiatives, etc.)