Telling Your Story with Data

Brad C. Phillips, Ph.D., President/CEO, IEBC
Achieving the Dream, Data Summit
Telling Your Story

• What is your favorite kind of story?
  – Hero
  – Boy meets Girl: Girl meets boy
  – Overcoming a challenge

Memorable, impactful and personal
Creating a Data-Informed Culture in Community Colleges

A NEW MODEL FOR EDUCATORS

Brad C. Phillips and Jordan E. Horowitz
Today’s Learning Objectives

Upon completion of this workshop, participants will:

- Understand the importance of telling a story with data
- Identify the types of stories that can be told
- Identify the different types of data to include in stories
State population to double by 2040; babies to blame

SACRAMENTO — In their first attempt at projecting California

Area Counties

Man Accused of Killing
Lawyer Receives a New Attorney

By Scott Shinnor
SUN Staff Writer

Charged in the murder of his former attorney, Miguel Trujillo has been appointed another attorney from the public defender's office.

Ally Reid, from the Public Defender's Department in Albuquerque, had no comment, saying that she had just been given the case with no time to review it.

Trujillo had recently rejected his previous court-appointed attorney of six months, Marc Rube. An attorney from out of district was hired because most of the attorneys working for the Public Defender's Department out of Santa Fe know Carlos Vill, the man Trujillo is accused of murdering in a drive-by shooting.

Vill was murdered Aug. 13, 1999 a few blocks from his stuffed street office while waiting to District Court for a hearing.

A lime-green, shiny model Ford pick-up was spotted in the area linking Trujillo to the scene. Assistant District Attorney Richard Salazar said the court was waiting for an attorney to represent Trujillo to be found to schedule the next hearing.

All First District Court judges were disqualified from the hearing, with Judge Stephen Piffer excusing. The Supreme Court appointed Second District Court Judge Neil Cassarini from Albuquerque to oversee the hearing.

Trujillo is accused of an open charge of murder, two counts of resisting a witness or witnesses, one charge of tampering with evidence, and one charge of being a felon in possession of a firearm.

Trujillo pled not guilty. He faces up to 90 years in prison.

Parents keep kids home to protest school closure

SAN FRANCISCO (AP) — Parents kept 200 elementary school students home from school for an entire day in a parent-organized protest of the district's plans to close the school.

"I know I'm the principal," she said. "But I'm not going to let this happen...

Monday's boycott included up even though most of the students didn't, and that it was largely business as usual for the remaining students who studied in small classes.

"I know I'm the principal," she said. "But I'm not going to let this happen..."
Stories Start with a Headline
What’s In A Headline

• The “Take Away”
  – What you want the audience to remember
  – Needs to be only one sentence
  – Ideally should create a visual in your head
    • A lemon

• Exercise – thinking about your department/program/course what is the one thing you want the audience to remember?
  – Write the headline
Story Telling

The Disney way

- Once upon a time - context
- Problem
- What happened to resolve the problem
- The outcomes
Elements of a Story

- Context
- Conflict
- What changes are made in an attempt to overcome the conflict?
- What are the outcomes of the changes?
How To Talk About Data

**INVERTED PYRAMID**

- Main points of the article - the 5 W's plus the hook
- Additional essential information
- Less essential details

- The lead paragraph, which contains who, what, where, when, why, and how.
- More important information about the topic.
- Less essential details that may be cropped by the editor (to fit in the newspaper) without losing meaning.

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Stories to Tell

➢ What’s happening now
What’s Happening Now

- Over 100 students are being served by our program
- 25% of students were proficient in math
- 40% of the 2014 class completed
Stories to Tell

- What’s happening now
- Comparisons to other groups
ABC program students persisted at higher rates than the comparison group

Comparisons to Other Groups

<table>
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<tr>
<th></th>
<th>ABC</th>
<th>Comparison</th>
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<tbody>
<tr>
<td>Rate</td>
<td>48%</td>
<td>32%</td>
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</table>
ABC Program students had a 50% higher persistence rate than the comparison group in Fall 2014 to Fall 2015.

Students enrolled in a course with embedded tutoring were twice as likely to pass the course than their peers in courses without embedded tutoring.
Stories to Tell

- What’s happening now
- Comparisons to other groups
- Where we’ve been and where we are now (comparison to baseline)
Then and Now

- The withdrawal rate for ABC program students has been reduced by 30% among students identified at risk since we implemented our mentor program.
- Compared with last year, ABC program students are four times more likely to persist fall to spring since we implemented our collaborative program with social services.
Stories to Tell: Recap

- What’s happening now
- Comparisons to other groups
- Where we’ve been and where we are now (comparison to baseline)
The Basics: Your Stories to Tell

• Telling a Positive Story
  – Key is to highlight what specifically made a difference. What was the key element or elements?
  – Designed to motivate others to do more of the success behavior

• Telling a story where there is a challenge to overcome
  – Describe the problem and why it matters
  – Focus on the causes and what we as educators can do about addressing the challenge
  – Provide examples of how these challenges are being (or can be) overcome
7 Types of Stories

• Values – connects you to the audience
• The Why – what you care about
• The Origin – create a deeper brand connection
• Vision – where you are going
• Teaching – share a lesson
• Impact – how a difference was made
• Teaching – share a lesson
• Impact – show the difference
• Objections – validate then reframes
Types of Information

- Quantitative and Qualitative
Quantitative and Qualitative

Quantitative = What

Qualitative = How or Why
The Power of One
Types of Information

- Quantitative and Qualitative
- Process and Outcome
Process and Outcome

**Process:** Activities that go on between educators and students or among educators

**Outcome:** The change in the target population of students
What you don’t want

### College Prep FTIC Students

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<th>Milestone/Momentum Point/On-Track Indicator</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<td>Number of Students</td>
<td>2</td>
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<tr>
<td>Completed College Math Credits in First Two Years</td>
<td>3,368</td>
<td>3,237</td>
<td>3,448</td>
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<td>Earned 12 or More Credits in First Term</td>
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<td>GPA of 2.5 or Greater in First Term</td>
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<td>60%</td>
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<td>No Withdrawals or Failures in First Year</td>
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<td>4%</td>
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<td>No Withdrawals or Repeats in First Year</td>
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<td>Earned 30 or More Credits in First Year</td>
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<td>Pell Award Recipient in First Year</td>
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<td>Retained to 2nd Term</td>
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<tr>
<td>Retained to 2nd Year</td>
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<td>Enrolled in First Summer</td>
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<td>No Delay in Enrollment</td>
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<td>Underrepresented Race or Ethnicity</td>
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<td>Foreign Born</td>
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<td>First Generation in College</td>
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<td>Average number of terms enrolled in First Year</td>
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<td>Age 25 or older at start</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
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The Importance of Audience

• Public – want to know their tax dollars are put to good use
• Parents – want their sons and daughters to be successful
• Students – want to complete and get a well paying job
• Funders – want to know that their dollars are used efficiently and effectively and share how they are making a difference
• Governing Board – want to be proud of the work that “their” college does and represent the community well
• College leadership – want to demonstrate that the programs and services are appropriate and effective
• Faculty/Staff – want to be proud of their work and the students they serve. They want to make a difference
• Legislature – want to know how your work improves outcomes. What is the ROI?
Practicing Your Story

• You have 3 minutes to present
• Presentation: Decide on your audience
  – Context
  – Conflict
  – What changes are made in an attempt to overcome the conflict?
  – What are the outcomes of the changes?
• Audience:
  – What did you feel?
  – What was memorable?
  – What do you think they wanted you to do?
• Celebrate!
Celebrate!