Using Results to Improve Institutional Planning and Effectiveness for Campus Units

Office of Institutional Effectiveness and Student Success
July 6, 2020

Overview of Presentation

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Part I.
Context for Institutional Planning and Effectiveness

Mission of SACSCOC

The Commission's mission is the **enhancement of education quality** throughout the region and the improvement of the effectiveness of institutions by **ensuring that they meet standards established by the higher education community** that address the needs of society and students.

Source: http://www.sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf

SACSCOC Revised *Principles of Accreditation:* *(Dec. 2017)*

Section 8: Student Achievement of the revised Principles is primarily relevant to this discussion, specifically:

Section 8.2.c.: Academic and student services that support student success

Sources:
http://www.sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf
http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf

Section 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

Sources:
http://www.sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf
http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf

Section 8.2.c. Academic and Student Services that Support Student Success

Student outcomes: academic and student services

Sources:
http://www.sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf
http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf

VCCS Performance Funding Measures

By 2020, the VCCS will award 20% of the annual state allocation funding to colleges based on performance funding measures based on the Loss-Momentum Framework. Colleges are awarded points based on the **progress**, **retention**, **completion**, and **transfer** of their students.

Source: http://trcenter.vccs.edu/data/
Performance Funding Measures Dashboard

LOSS-MOMENTUM FRAMEWORK

CONNECTION
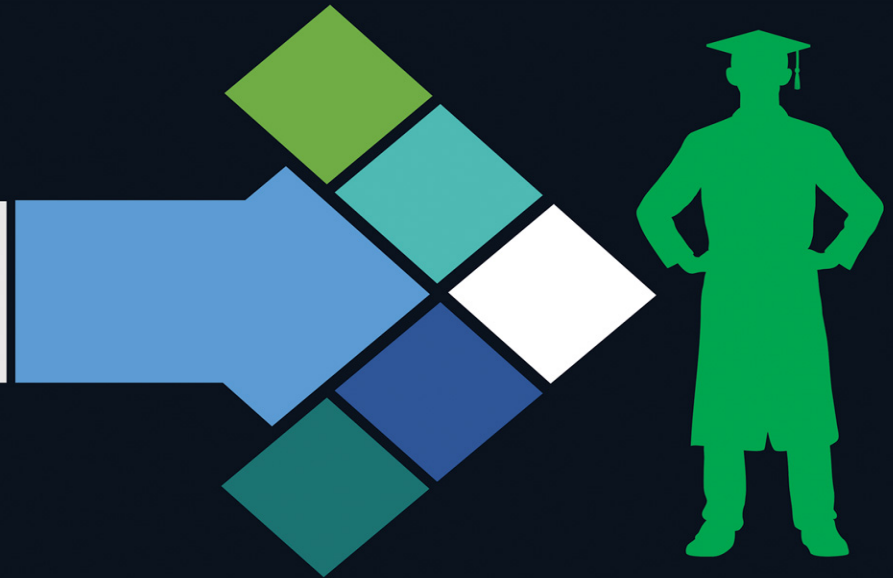From interest to application

ENTRY
From entry to passing program gatekeeper courses

PROGRESS
From entry to completion of program requirements

COMPLETION
Completion of credential of value for further education & labor market advancement

The Loss-Momentum Framework **is designed to help colleges better understand their students' experiences through the four main stages of their interaction with the college.**

The Framework is a tool for evaluating college policies and assessing student data outcomes to identify where students stumble or become sidetracked and where there are opportunities to prevent students from dropping out and improve their momentum toward program completion.

In Summary, On-going, Systematic Planning and Evaluation:

- Provides evidence of how well units are advancing:
  - o NOVA's mission and strategic plan
  - o The VCCS *Complete 2021* strategic plan https://www.vccs.edu/about/#strategic-plan
  - o SCHEV's goal to make Virginia the "*best educated state by 2030*"
- Enhances unit's effectiveness and the College's effectiveness
- Improves the unit's faculty/staff knowledge, skills, and abilities (KSAs) and subsequently the unit's services
- **Improves student success!**

Part II.
Rubric Scores for the 2018-2019 APER

Purpose of Providing Rubric Scores

- Feedback to subunits for continuous improvement
- Rubric scores highlight areas needing improvement
- Subunits can use annual rubric scores to observe reporting over time
- Office of Planning and Evaluation (OPE) uses the rubric scores to write the Institutional Effectiveness Audit for NOVA and SACSCOC
  - To highlight operational efficiencies and institutional effectiveness
  - To determine areas needing improvement as a College

Rubric Key

Rubric Key		
Color	Score	Performance Level
Dark Green	90%-100%	Meeting expectations
Light Green	80-89%	Mostly meeting expectations
Yellow	70%-79%	Partially meeting expectations
Red	Below 70%	Not meeting expectations

Rubric Scores

2: provided all information in prompt
1: provided partial information in prompt
0: did not provide information

College-Wide Rubric Score for 2018-2019 Campus Unit APER

	Expected Outcomes	Measure with Target	Results	Use of Results	2018-19 Average
College-Wide Average	**99.7%**	**98.6%**	**91.8%**	**93.7%**	**95.5%**

Rubric Score Categories for Results

Scoring of Results	Time-frame	Data Provided	Data Disaggregated by Campus/ Demographic/ Topic/etc.	Provided Total Population Number, Sample Number, and Percentage	Appropriate Evaluation Sample	Provided Data from Previous Years	Discussed Strengths/ Weaknesses	TOTAL POINTS EARNED	TOTAL POSSIBLE POINTS
Subunit									
Point Totals	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Expected Outcome 1									
Expected Outcome 2									
Expected Outcome 3									

Rubric Score Categories for Use of Results

Scoring of Use of Results	Changes Made Since Previous Evaluation	When Previous Actions were Implemented	Impact of Previous Changes	Current Results Improved	Indicated if Target and Threshold were Met	Current Areas Needing Improvement	Current/New Actions to Improve Expected Outcome	Current and Future Actions Included When/Who	Next Evaluation Provided and When	TOTAL POINTS EARNED	TOTAL POSSIBLE POINTS
Point Totals	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Expected Outcome 1											
Expected Outcome 2											
Expected Outcome 3											

Subunit

Criteria for APER Follow-Up Meeting

Criteria for APER Follow-Up	Meeting with Office of Planning and Evaluation
Report has at least one red square (which is a score below 70% = not meeting expectations).	Strongly Recommended
Report has a yellow square (partially meeting expectations) for results or use of results criteria.	Strongly Recommended
Report is missing one or more expected outcomes.	Strongly Recommended
Report has at least two light green squares (mostly meeting expectations).	Suggested
Report has a yellow square for expected outcome or measure criteria.	Suggested
Report has only dark green squares (meeting expectations).	Optional

Part III.
2019-2020 APERs for Campus Units

Using Feedback for the 2019-2020 APER

- 2018-2019 APER are now compiled into a final report.
- You should not edit the 2018-2019 APER.
- Feedback on the 2018-2019 APER should be used to write the 2019-2020 APER.
- Review feedback to consider what improvements can be made for the 2019-2020 APER.

Annual Planning and Evaluation Report for Campus Units: 2019-2020
Unit:
Subunit:

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement:

Expected Outcome (L) Learning [ ] (O) Operational [ ]	Expected Outcome: Strategic Plan Objective(s) #:		
Measure with Target	**Results**		**Use of Results**
Measure: Target: Acceptable Threshold: Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.)	Academic or Fiscal Year Current Data Collected: **Table Title (Disaggregate Data): Year/Term** *N=Total population Strengths of Results: Weaknesses of Results:		Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Current Results Improved: [ ] Yes [ ] No [ ] Partially [ ] N/A Explain impact of previous changes/ actions: Target Met: [ ] Yes [ ] No [ ] Partially [ ] N/A Acceptable Threshold Met: [ ] Yes [ ] No [ ] Partially [ ] N/A Areas Needing Improvement Based on Current Results: Action Plan Based on Current Results (What? Who? How? When?): Next Evaluation of this Expected Outcome (Academic or Fiscal Year):

Embedded data table:

Sub-Categories	2015-16 *N=	2016-17 *N=	2017-18 *N=	2018-19 *N=	2019-20 *N=	Change from X Year #	%
Total							

Areas to Consider for the Upcoming 2019-2020 APER

1. **Expected Outcomes** were created to last the length of the Strategic Plan to 2023. If a subunit needs to change the expected outcome, please send it to us for review.

2. **Measures and Targets** can be changed to enhance and produce more useful and meaningful data collection. If a subunit would like to discuss measures and targets, please contact us. If an expected outcome uses multiple measures, report results for each measure in a separate row. Use last year's action plan to guide measures and targets.

Areas to Consider for the Upcoming 2019-2020 APER, Cont'd

3. The **Results** criterion supports the other three rubric criteria to meet expectations. To improve the analysis of results:
    A. Provide 5 years of trend data, if available.
    B. Disaggregate the data by demographic, campus, topic, etc.
    C. Describe the population and sample size, if appropriate.

4. **Use of Results**: Subunits should use their evaluation results to determine specific action plans to improve campus effectiveness and student success in the future, as well as report past actions which impacted the current results. The 2018-2019 **Action Plan** should be included as the **Previous Action** taken in the 2019-2020 APER.

Part IV.
Examples of Disaggregating Data

Disaggregated Data

Disaggregated data is based on multiple variables or groups, broken down into component parts or smaller units.

Disaggregated Data Explained

Information about whether individual students graduated from NOVA can be compiled and summarized into a single graduation rate or annual graduation rates for individual programs.

Graduation rates can then be *disaggregated* to show, for example, the percentage of male and female students or ethnicities, who graduated.

Generally speaking, data is disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets, such as disparities in **success rates** or enrollment patterns across different categories of students.

Source: https://www.edglossary.org/disaggregated-data/#:~:text=Disaggregated%20data%20refers%20to%20numerical,analysis%3B%20and%20then%20(3)

Disaggregating Data: Limited Data

Lacks usefulness - does not indicate strengths or areas needing improvement

Student Service Day of Learning by Year (College-Wide Report)

Year	Semester	Total
2019	Spring	220

- Total population, total # attending and what % of total population attended (this can be broken down by campuses, meeting type, etc.)
- Breakdown data by types of training/sessions offered with # of faculty/student/staff attending each
- Show user satisfaction responses for types of sessions
- Provide data for five years
- Disaggregate by campus, race/ethnicity, gender, etc.

Disaggregating Data: Disaggregated Data

Data indicate what is working and what needs improvement.

Race/Ethnicity of Personnel and Students: 2018-2019

Race/Ethnicity	College-Wide Full-Time Personnel	X Campus Students
% White	58.3%	47.7%
% Black/African American	19.8%	9.3%
% Hispanic/Latino	7.1%	19.2%
% Asian	13.7%	16.1%
% American Indian/Alaska Native	7.1%	0.2%
% Native Hawaiian/Pacific Islander	0.8%	0.4%
% Two or More Races	-	5.0%
% Unknown/Other	0.02%	1.0%
% Not Specified	-	1.0%

- Include types of findings
- Include 5 of years of data for trend analysis

Part V.
Examples of Describing Results

Results: Needs Improvement

Overall Results: More than 25 different communication pieces were distributed via newsletter, social media, and digital signage.

Strengths of Results: Multilayered communication that supported program success across the campus.

Areas to Improve: Promote low-enrollment programs.

Current Results Improved:

 [ ] Yes [ ] No [ ] Partially

Explain:

- <u>Empty prompts and N/A's are not acceptable in the 2019-2020 report as SACSCOC will be reviewing and can give NOVA a recommendation</u>.
- Provide number of each type of communication
- If you do not have data for the measure planned, can you use another measure for the outcome?
- Do not leave any prompt blank or use N/A

Results Description: Good Example

Overall Results: 90% of notes (identified by use of a random sample) were inputted into Navigate by counselors and advisors.

Strengths of Results: Notes are used to assist returning students that need assistance with prior and current advising concerns. Overall, staff is using the system for note keeping.

Areas to Improve: Determine a method for tracking students that have visited counseling services but do not have a Navigate account so that notes can be inputted later.

- Provide total number of noted documented
- Include type of notes documented
- Provide data for five years
- Do not leave any prompt blank or use N/A

Part VI.
Examples of Action Plans

Action Plan: Needs Improvement

Action Plan Based on Current Results (What? Who? How? When?):

Develop electronic sign-in and tracking to enhance data reporting .

- Provide What, Who, How, and When
- Give details
- Do not leave any prompt blank or use N/A
- The purpose of the APER is to determine areas needing improvement in the subunit to **increase institutional effectiveness** and **student success. The Action Plan should focus on this!**

Action Plan: Good Example

The LASS Dean will share data with the dual enrollment (DE) coordinators in Fall 2019 as they prepare to observe the DE classes. The DE coordinators will review assignments to make sure that the DE assignments and content reflect NOVA's requirements. The LASS [X] Campus Dean will ask the coordinators to reflect upon why such marked differences exist and to identify plans for improvement as needed. If there are lessons to be learned, that can be shared with campus faculty, the Dean will ask the DE coordinators to develop a

professional development session for faculty for the 2020-21 academic year.

- Provide What, Who, How, and When
- Give details
- Do not leave any prompt blank or use N/A
- The purpose of the APER is to determine areas needing improvement in the subunit to **increase institutional effectiveness** and **student success.**

Summary

- Expected outcomes should last the length of the Strategic Plan (2023).
- If you change expected outcomes, send them to us for review.
- Populate all prompts.
- Do not delete prompts.
- Give details.
- Do not use acronyms.
- Provide 5 years of data.
- Disaggregate the data by demographic, campus, topic, etc.
- Describe the population and sample size, if appropriate.
- Provide a detailed action plan for continuous improvement.
- Include What, Who, How, and When.
- **Submit the APER by July 13, 2020.**
- Please contact us if you have any questions!

Part VII.
NOVA's Planning and Evaluation Timeline

Timeline

Timeframe	Action	Detail
July-August	Plan	Align expected outcomes with measures and set targets and acceptable thresholds
Fall/Spring	Implement	Collect data
		Analyze data
June/July	Evaluate	Use results to make improvements
		Submit report to the Office of Planning and Evaluation (July 13, 2020)
	Improve	Reassess for continuous improvement

Thank You!

Thank you for your dedication to the College and your efforts to continuously improve institutional effectiveness and student success at NOVA.

Questions?

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