CT State Informational Webinar Series

Institutional Effectiveness & Planning, Assessment, Institutional Research
Introduction & Overview

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Asnuntuck Community College & Northwestern CT Community College
# Academic Webinar Topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 22</td>
<td>Curriculum Alignment, General Education, &amp; One College Catalog</td>
</tr>
<tr>
<td>March 29</td>
<td>Governance &amp; Brief Overview of Academic Program Areas</td>
</tr>
<tr>
<td>April 5</td>
<td>Teaching and Learning, Tutoring, &amp; Library</td>
</tr>
<tr>
<td>April 12</td>
<td>Academic Operations, Scheduling, &amp; Blackboard</td>
</tr>
<tr>
<td>April 19</td>
<td><strong>Institutional Effectiveness and Planning, Assessment, &amp; Institutional Research</strong></td>
</tr>
<tr>
<td>April 26</td>
<td>Deep Dive into Academic Program Areas and Departments</td>
</tr>
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Institutional Effectiveness & Planning

AVP: Jesse-Douglas ("JD") Mathewson

- NECHE Accreditation
- Specialized Accreditation

- Mandatory Reporting
- Quantitative Analytics
- Report Generation
- Data Support
- Surveys and Other Data Gathering Efforts
- Statistical Analyses of Data
- Data Interpretation for Meaning and Direction on Future Courses of Action
Institutional Research

What Will Reorganization Look Like in IR?

- IR professionals with connections to campuses and regions will retain those connections to provide optimal service
- IR staff will continue to maintain offices on campuses
- Campus constituents will continue to have an IR point person who’s familiar with their own campus
- Improved consistency of data standards and definitions across campuses
- De-duplication of similar requests
- New dashboard products for consumption by all CT State constituencies
Institutional Research

Benefits of IR Reorganization

- Improved consistency of data standards and definitions across campuses
- De-duplication of similar requests
- New dashboard products
- Improved quality of decision support
- Faster response time
- Improved data accessibility for campuses
Institutional Research

**Timeline**

<table>
<thead>
<tr>
<th>Summer-Fall 2022</th>
<th>IR reorganization underway</th>
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<tbody>
<tr>
<td>Spring 2023</td>
<td>Review of essential data products and services</td>
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<tr>
<td>Summer 2023</td>
<td>New accessible data products come online</td>
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</tbody>
</table>

- IR will maintain a culture of servant leadership
- IR will continue to provide robust support for planning and evaluation during and after the transition to a single college
Institutional Research

**Directors of IR**

- Senior & Campus Directors will all be campus-based IR staff
- Senior Directors will serve as functional team leads for thematic IR tasks:
  - Mandatory federal and state reporting
  - Data product management
  - Policy analysis
  - Survey management, outreach, and decision support
Institutional Effectiveness Data

**Integrated Postsecondary Education Data System (IPEDS)**

- Data submission is mandatory for all institutions that participate in any federal financial aid program authorized by Title IV of the 1965 Higher Education Act
- Twelve surveys compiled at three points during the academic year
- IPEDS data used in various tools to help students/parents understand differences between colleges and make decisions based on costs, value, and quality

[Image links to various websites for college resources]
Institutional Effectiveness Data

**Enrollment & Student Success Data**

- **Enrollment Rates**
  - Students enrolled each term

- **Persistence Rates**
  - Students that complete a course/term they enrolled in

- **Retention Rates**
  - Students that are still enrolled in subsequent terms, excluding graduates
  - This data is usually measured from Fall-to-Fall, Fall-to-Spring, Spring-to-Fall

- **Graduation Rates**
  - Students that achieve degree completion in a given period
  - This data is usually measured at 150% of the standard degree period (e.g., 3 yrs for associate degrees)

- **“Success” Rates**
  - A broader measure of student success for many associate degree institutions
  - This data usually refers to students that graduate or transfer to 4-yr in a given period
Institutional Effectiveness Data

**Data Disaggregation**

- Breaking down data into smaller categories
  - Race/ethnicity (including non-resident alien status)
  - Gender
  - Age
  - Pell grant eligibility (financial need)
  - Degree enrollment
  - Credit level
- Banner self-service collects some data on a voluntary (self-reported) basis
  - Military veterans, first generation status, other factors...
Institutional Effectiveness Data

Key Performance Indicators (KPIs) of Student Success

- A focus on first-year KPIs demonstrated nationally to correlate with completion
- Examples:
  - *Credit momentum* (attempting 15 credits in the first semester)
  - *Gateway momentum* (passing college-level math and English in the first year)
  - *Program momentum* (passing nine hours in the student’s major/area of study in the first year)
- Disaggregated by campus, region, and demographic make-up of students
- Used to inform equity goals and elimination of achievement disparities among different racial/ethnic groups
Institutional Effectiveness Data

CT State Merger Website (www.ct.edu/merger)
- Click “Guided Pathways” link
- Click “KPI” link in menu

KPI Dashboard (https://www.ct.edu/gp/kpi)
- KPIs shared with campuses annually
- Can be sorted by
  - Institutions
  - Equity variables
  - Performance indicators (example shown →)
  - Annual terms
  - Zip codes
Institutional Effectiveness Data

**Common Surveys**

- **Community College Survey of Student Engagement** (CCSSE)
  - Helps colleges understand student experiences so necessary improvements to programs and services can be made to help all students be more successful

- **Survey of Entering Student Engagement** (SENSE)
  - Helps colleges discover why some entering students persist/succeed and others do not

- **Yearly Evaluation of Student Services** (YESS) Survey
  - Gathers student feedback on college services, instructional topics, campus environment/college activities, and student views of their specific college

- **Graduating Students** Survey
  - Gathers feedback from recent graduates
Institutional Effectiveness Data

Supporting “Achieving the Dream” (ATD)

• ATD works with community colleges to help develop a bolder vision for student success
  • Building a culture of continuous improvement
  • Data-driven decision making
  • Focus on closing equity gaps
  • Emphasis on disaggregation of data
  • Closing the assessment loop
  • Improving self-service data access

• Campus activities:
  • “Data Summits” and ATD/Student Success Work Groups (co-led by faculty and staff members on each campus)
Data Governance

Joint Council for CT State Data Governance

• Primary goals:
  • Advancing institutional effectiveness through safeguarding, standardization, and democratization of data
  • Developing a dictionary of data definitions
  • Coordinating with IT on data access
  • Auditing data tools, data request timelines, and data user resources
  • Liaising with data producers (e.g., Registration, Admissions, Financial Aid, etc.)
Upcoming Data Initiative...

**Improved Data Accessibility**

- Build more dashboards
- Make dashboards available to more constituencies

![Dashboard Image](image-url)
Academic Program Review (APR)

**APR Process**

- All elements of the process will be developed in collaboration with key stakeholders
- A standardized process and report form is being developed
- Key elements:
  - A clear, step-by-step timeline and workflow
  - A new, college-wide APR cycle
  - Shared responsibilities among program coordinators
  - Key data points provided by Institutional Research (IR)
  - APRs to be distinguished from academic discipline reviews (ADRs)
Academic Program Review (APR)

APR Template Development

- A standard “APR Procedure and Report Format” under development
- To be developed over the coming year:
  - Data forms
  - Implementation plan
  - Program rotation cycle

1st Draft of “APR Procedure & Report Format” developed
Feedback from key stakeholders
“APR Procedure & Report Format” finalized
1st Draft of data forms, implementation plan, & cycle developed
Feedback from key stakeholders
Data forms, implementation plan, & cycle Finalized
Workshops for key stakeholders

January – June 2022
July 2022 – June 2023
Assessment

What do we mean by assessment?

- Does not refer to course-level grades
- Aimed at measuring how well students achieve learning outcomes
- Focuses on student success, achievement of benchmarks
- An opportunity to spotlight effective campus-level practices and bring them to scale
- Results can inform strategies to improve instruction and policies
Learning Outcome Assessment
(Example)

**Learning Outcome:**
- Students in Yoga 101 will correctly perform the downward facing dog posture

**Criteria:** 10 elements
- Beginning in table position, the student will:
  1. Spread palms wide and stack shoulders over wrists
  2. Keep knees hip distance apart with toes curled under
  3. Walk palms just out in front of shoulders
  4. Raise body up and back into posture
  5. Shift stomach toward thighs
  6. Lift hips up high as legs straighten
  7. Keep toes pointing forward
  8. Do not lock knees
  9. Hold and breathe while continuing to stretch heels toward mat and raise hips high
  10. Hold for 5 breaths, then release onto knees to come out of the posture
Learning Outcome Assessment
(Example)

Rubric:

Emerging
- Student performs fewer than 5 elements correctly without assistance

Developing
- Student performs 5-6 elements correctly without assistance

Accomplished
- Student performs 7-8 elements correctly without assistance

Exemplary
- Student performs 9-10 elements correctly without assistance

Benchmark:
- Students in Yoga 101 will achieve an “accomplished” level or higher on the downward facing dog posture
Gen-Ed Learning Outcome (GELO) Assessment

**GELO Assessment**

- A common set of gen-ed learning outcomes
- Gen-ed learning outcomes mapped to courses in the gen-ed curriculum
- Common assignments and scoring rubrics developed by faculty to who teach the courses
- Common success criteria and benchmarks
Gen-Ed Learning Outcome (GELO) Assessment

Elements of an effective GELO Assessment System

- Procedures to ensure:
  - **Validity** - does the assessment measure what it intends to measure?
  - **Reliability** - does the assessment yield consistent results across sections, instructors, campuses, and course formats?

- Assessment results linked to a common platform
  - Will likely adopt either...

  ![watermark](https://example.com/watermark.png)  or  ![anthology](https://example.com/anthology.png)
Assessment Advisory Committee (AAC)

**Key Focus**

- Includes representation from all 12 campuses
- Develop forms, policies, and procedures that support consistency and coherence in the collection of:
  - Data on student success (both academic and non-academic)
  - Student learning outcomes (SLOs)
  - Program effectiveness
- Inform the academic program review (APR) process and provide a basis for data informed decision-making
Assessment Advisory Committee (AAC)

**Community of practice centered on assessment and APR**

- Offering opportunities for mentorship
- Ongoing training and consulting
- Clarification of guidelines and procedures
- Providing access to research
- Providing a forum for questions and express concerns
End-of-Term Student Course Evaluation (EOTSCE)

Will there be a standardized EOTSCE survey?

• Yes, there will be a survey in place, similar to what is used currently, with a few innovations:
  • Use of “Survey Dig” digital platform
  • Strategies for improving response rates
• EOTSCEs will continue to be used as a forum for students to provide feedback on their learning experiences
Accreditation

Regional and Specialized Accreditation

• Encourage ongoing institutional planning, innovation, assessment, and reflection to promote continuous quality improvement and advance student success

• CT State is dedicated to preserving accreditations, approvals, and recognitions for programs that wish to maintain them

• The CT State director will support the transition of campus programs with specialized accreditation
Accreditation Types

Program Accreditations, Approvals, and Recognitions

- **27 External Agencies**
  - 23 Accreditation Agencies
  - 2 Approval Agencies
  - 2 Recognition Agencies
- **75 Programs**
  - Specialized Accreditations (60 Degrees & 10 Certificates)
  - Approvals (1 Degree & 2 Certificates)
  - Recognitions (1 Degree & 1 Certificate)
Accreditation Changes

Program-Specific Processes for Substantive Changes

- Each agency has specific requirements for change reports and notifications
- Agencies have different ways of viewing changes
  - Such as changes in title, ownership, and/or sponsorship
- Most common change documents include organizational and curricular changes
- Different notification and submission timelines based upon agency requirements
## Accreditation Transition Roles

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<thead>
<tr>
<th>CT State Director of Regional &amp; Specialized Accreditation</th>
<th>Campus Coordinators/Directors</th>
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<tr>
<td>• Oversee transition timeline</td>
<td>• Continue to oversee program(s) according to contractual program coordinator duties</td>
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<tr>
<td>• Compile college-wide information</td>
<td>• Compile program and campus specific details for substantive change reports</td>
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<tr>
<td>• Ensure campus coordinators/directors have information needed to move forward with notifications and substantive change paperwork</td>
<td>• Complete and submit substantive change notifications and documents to accrediting agencies</td>
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<tr>
<td>• Schedule statewide meetings with coordinators/directors to discuss next steps</td>
<td>• Attend CT State meetings with coordinators/directors from other campuses</td>
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<tr>
<td>• Attend meetings with accrediting agencies</td>
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## Accreditation Timeline

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Spring 2022</td>
<td>Formal letter sent from CT State administration to program accrediting agencies with joint statement from NECHE &amp; CT State</td>
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<tr>
<td>May 2022 – April 2023</td>
<td>Program coordinators/directors prepare substantive change documentation for programs *</td>
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<tr>
<td></td>
<td>Substantive change documentation with anticipated timelines sent to agencies that require prior approval *</td>
</tr>
<tr>
<td>July 2023+</td>
<td>Substantive change documentation sent to agencies that do not require prior approval *</td>
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(*Note: this varies according to each agency’s timeline)
Strategic Planning

**Executive Strategic Planning Council (ESPC)**

- Meeting since May 2021 to develop a strategic plan for CT State
- Collaborating across the 12 colleges
- The working document is centered around:
  - Improving student success (*effectiveness*)
  - Reducing gaps (*equity*)
  - Deeping and broadening relationships within the college and with outside constituents (*community*)
- A rough draft will be submitted to CT State leadership by the end of the month
Live Q & A

Questions may be entered in the chat...
Frequently Asked Questions (FAQs)

https://www.ct.edu/merger/faqs#academic