Institution-Set Standards as a Mechanism for Institutional Strategic Planning Priorities

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Agenda

What are Institution-Set Standards?
What Exactly IS the Federal Requirement?
Adopting ISS at Saddleback
Reflecting on ISS
Showing Evidence of Adoption and Reflection: What we Learned
What's Next for Our College
Question/Answer

Moment of Truth: Do You Know What ISS Are?

Do you know anything about Institution-Set Standards (ISS)? (5 min):

- Ask your neighbor:

    - What do they know?

Getting Up to Speed on Institution-set Standards:

Higher Education Act (HEA) Federal Regulations → ACCJC Makes Revisions Between 2002-2014 → College Develops Institution-set Standards → Standards Incorporated in Annual Reporting

Institution-set Standards
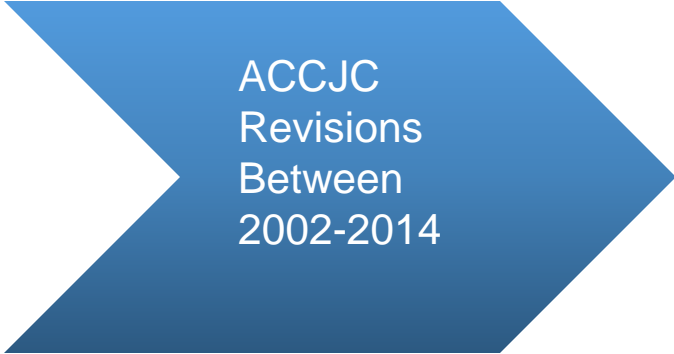
Higher Education Act (HEA) Federal Regulations

Between 2002-2014, federal pressures spurred changes in expectations for accrediting bodies

January 2013, ACCJC notified colleges that the changes would be:

- Focusing on student outcomes and achievement as an indicator of success

- Increasing emphasis on evaluation of data and outcomes

- Particularly focusing on **internal quality assurance systems** integrated with decision-making

- Ensuring outcomes are aligned with **institutional planning and mission**

(Beno & Clifford, 2013; ACCJC 2013)

"Accreditors evaluate the quality of the institution as to success with respect to student achievement in relation to the institutions mission. The evaluation of student achievement may include different standards for different programs …" (HEA Section 496, 20, U.S.C. 1099B, 34 C.F.R., § 602.16(1)(i)

Institution-set Standards

ACCJC
Revisions
Between
2002-2014

ACCJC is required to monitor that institutions set **own standards** of student achievement that align with the college's **mission**

ACCJC monitors **how** schools **set** the standards and **how** they **assess** them

So Wait A Minute . . . An Institution-Set Standard is What?
"the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. These may differ from a performance improvement "goal" which an institution may aspire to meet." (ACCJC, 2013)
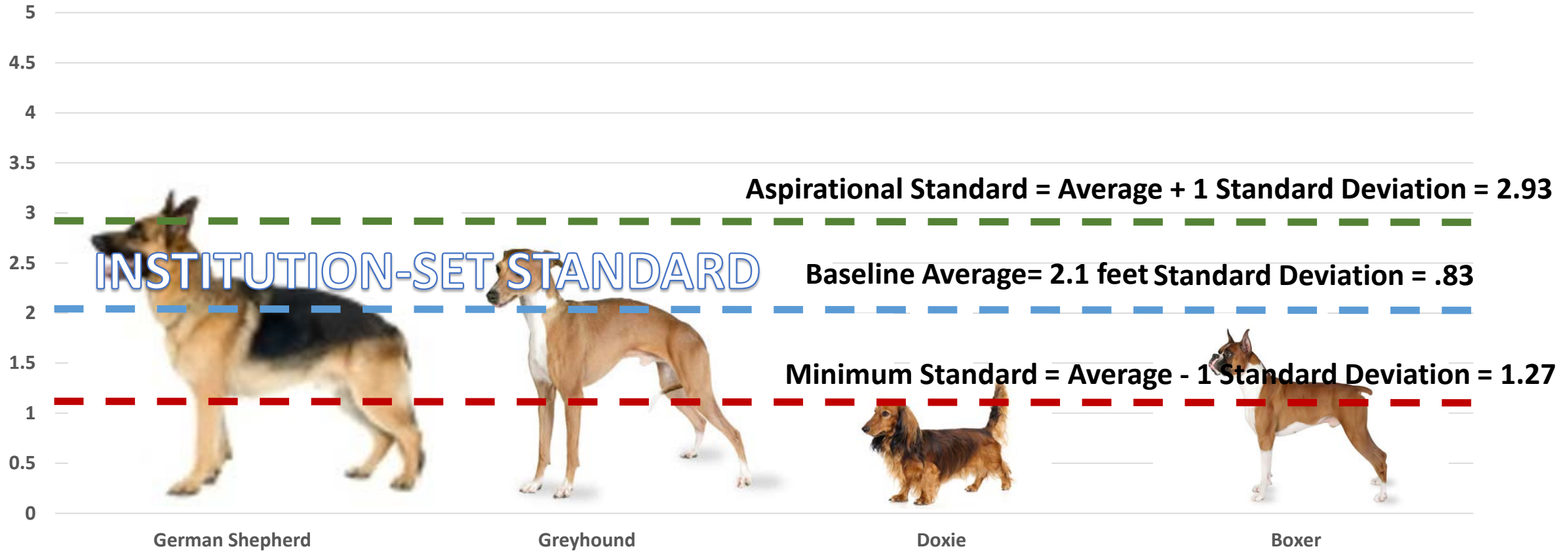
Standards are not:
Goals, Aspirations

Standards are:
Baselines, reasonable and reflect "normal" range. Flexible enough to account for blips and unexpected events.

Setting the Bar: Introduction to Institutional Standards

Aspirational Standard = Average + 1 Standard Deviation = 2.93

INSTITUTION-SET STANDARD

Baseline Average= 2.1 feet Standard Deviation = .83

Minimum Standard = Average - 1 Standard Deviation = 1.27

German Shepherd

Greyhound

Doxie

Boxer

What Setting the Bar Means

- Understanding your data for highs and lows
- Knowing what a baseline average looks like
- Using baselines to talk about what's normal
- Reflecting on your data– you can't set the bar without knowing the past
- Being OK with also creating reach goals, and minimums to make decisions and improvements
- Setting standards based on minimum thresholds
- *Having dialogue to inform planning*

What Exactly IS the Federal Requirement?

Federal Requirement

- US Dept. of Education requires institutions to:

- 1. Set/create internal standards for student achievement; talk about these standards. Have dialogue.

- 2. Assess institutional performance against these baselines

- 3. Use this assessment to <u>set activities for improvement</u> when minimums aren't met

- 4. Record dialogue!

Adopting Institution-Set Standards (ISS)

Institution-Set Standards (ISS)
How We Got Dialogue Going

First Try – Emailed to Chairs Excel Sheets with Historical Data Requested that Chairs "Create a Standard for Course Success Rate"

Second Try- Create a dynamic survey that PRE-POPULATED standards based on a calculation from research and get feedback

Division	2012-2013	2013-2014	2014-2015	2015-2016	3 Year Average	3 Year Standard Deviation	Suggested Institution-Set Standard (ISS)	2015-2016 Percent Above Set-Standard	Provide Feedback
Saddleback College	72.26%	71.62%	72.23%	73.74%	72.04%	0.36%	73.37%	0.49%	
Advanced Technology and Applied Science	78.06%	78.18%	79.00%	80.96%	78.41%	0.51%	80.45%	0.64%	
Architecture	81.08%	78.47%	78.45%	81.74%	79.33%	1.51%	80.23%	1.88%	
Automotive Technology	75.86%	69.72%	70.66%	72.60%	72.08%	3.31%	69.29%	4.77%	
Cosmetology	98.19%	97.98%	96.56%	98.36%	97.58%	0.89%	97.47%	0.91%	
Drafting	76.50%	77.89%	77.18%	78.60%	77.19%	0.70%	77.90%	0.89%	
Electronics	75.99%	76.99%	74.57%	74.24%	75.85%	1.22%	73.03%	1.67%	
Environmental Studies	68.66%	70.16%	73.74%	73.60%	70.85%	2.61%	70.99%	3.68%	
Family & Consumer Sciences	82.89%	83.10%	70.89%	84.15%	78.96%	6.99%	77.15%	9.06%	
Fashion	69.84%	74.05%	73.60%	75.62%	72.49%	2.31%	73.31%	3.15%	
Foods	79.65%	79.83%	81.80%	80.99%	80.43%	1.19%	79.80%	1.49%	
Graphics	73.92%	70.81%	72.61%	76.16%	72.45%	1.56%	74.60%	2.09%	

SurveyMonkey®

Result = Zero responses

Result = 75% response rate from department chairs!

IMPORTANTLY: Home grown survey by research office was designed to encourage thoughtful dialogue from department chairs… and it worked!

Institution-Set Standards (ISS)
How We Got Dialogue Going- SURVEY!

Auto-personalized survey for each department

Your Input on Course Success Rate Standards

1. , Please review the data below.

The Department's successful course completion rate trends are as follows:

Fall 2016 78%; Fall 2015 75%; Fall 2014 72%

Auto-populated from a database!

Your Input on Course Success Rate Standards

2. Why do you believe that the trends are going this direction?

Prev   Next

Your Input on Course Success Rate Standards

Please describe your understanding of these trends.

○ My department's successful course completion rates are going up.

○ My department's successful course completion rates are going down.

○ My department's successful course completion rates are flat/stagnant.

Prev   Next

Results of Survey Data:

Answer Options	Response Percent	Response Count
My department's successful course completion rates are going up.	50.9%	29
My department's successful course completion rates are going down.	14.0%	8
My department's successful course completion rates are flat/stagnant.	35.1%	20
	Answered Question	**57**

3. The college has adopted a generic formula** for the creation of minimum standards, and **the 's minimum threshold for performance is .** This is your department's minimum criteria for performance, also called the Institution-set standard or "ISS".

**The generic formula takes a running prior three year average of your course completion rates minus the standard deviation of the prior three years.

When comparing the **minimum standard (ISS) of** to your most **recent year's performance** , please address the following questions:

Pre-populated by program Ex. 77%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our department performance is below this minimum standard.	○	○	○	○	○
Our department performance is above this minimum standard.	○	○	○	○	○
Our department performance is at or about equal to this minimum standard.	○	○	○	○	○

Results of Survey Data:

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Average[1]
Our department performance is <u>below</u> the minimum standard.	27 (53%)	20 (39%)	3 (6%)	0 (0.0%)	1 (2%)	1.59
Our department performance is <u>above</u> the minimum standard.	3 (6%)	1 (2%)	7 (13%)	20 (38%)	22 (42%)	4.08
Our department performance is at or about <u>equal</u> to the minimum standard.	6 (12%)	11 (21%)	16 (31%)	13 (25%)	6 (12%)	3.04

Recording Dialogue Through Survey Prompts:

Your Input on Course Success Rate Standards

4. What kinds of insights on the department do you have about your most recent year's performance relative to the minimum standard? Why do you think you are falling above or below this standard?

* 5. When thinking about these data, what kinds of **program improvements** would you like to make to help ensure that successful course completion rates continue to improve? Specifically, what **action steps** would you take?

6. When thinking about your department's program review, what about these data could help inform your program review?
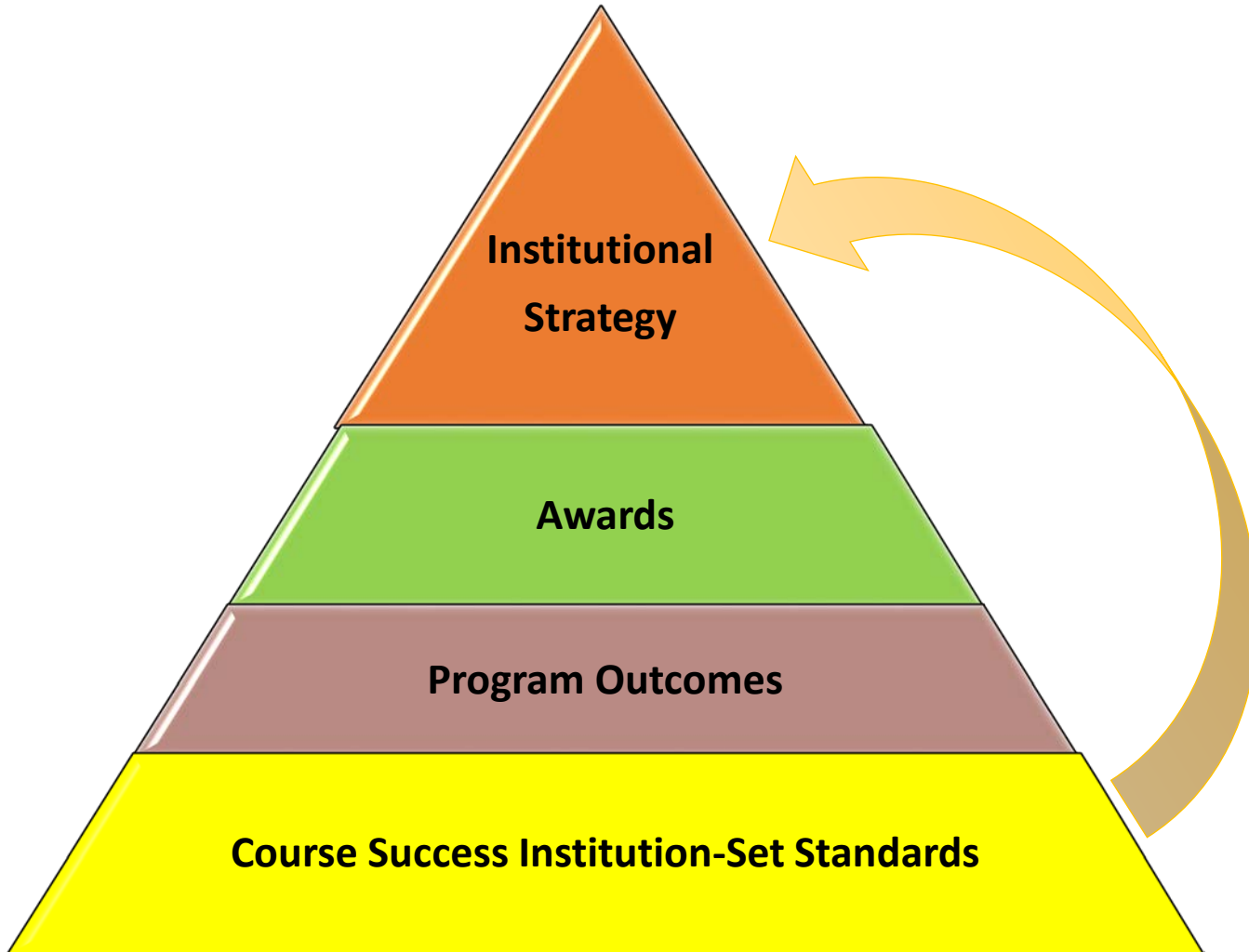
Prev   Done

AN ASIDE -- WHY WE USE DATA:

- We do not use data to show charts and tables alone

- We do not use data for presentations with bar charts alone

- We use data to help us MAKE DECISIONS

- Keep a record of what you are trying to solve, and why. And what the data is suggesting.

- If you are presenting data in meeting, please indicate HOW you obtained the data, and WHAT you are using the information for and WHAT the dialogue was

- The accreditation recommendation was not because we don't have meetings where charts and graphs float around but because there isn't sufficient evidence to suggest that we USE data and make decisions from it.

BEFORE THE RESULTS: PROPOSED FRAMEWORK ON HOW ISS IS IMPORTANT FOR PLANNING

Pyramid from top to bottom:
- Institutional Strategy
- Awards
- Program Outcomes
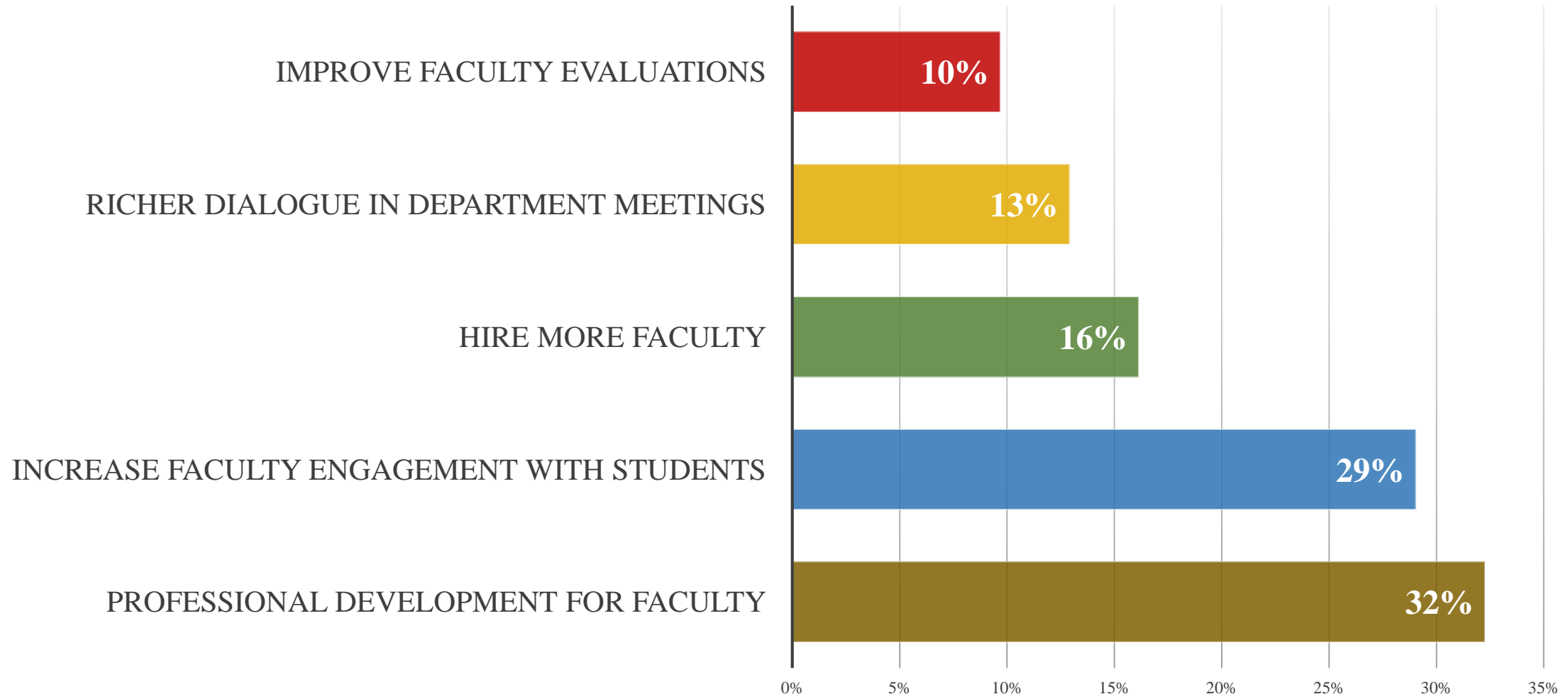- Course Success Institution-Set Standards

Courses are the foundation of a college. Course success is a fundamental outcome of our college.
Course success outcomes are building blocks.

If we know what our instructional leaders say about meeting or improving our own institutional standards for course success, *can't we use this information to drive strategic priorities?*
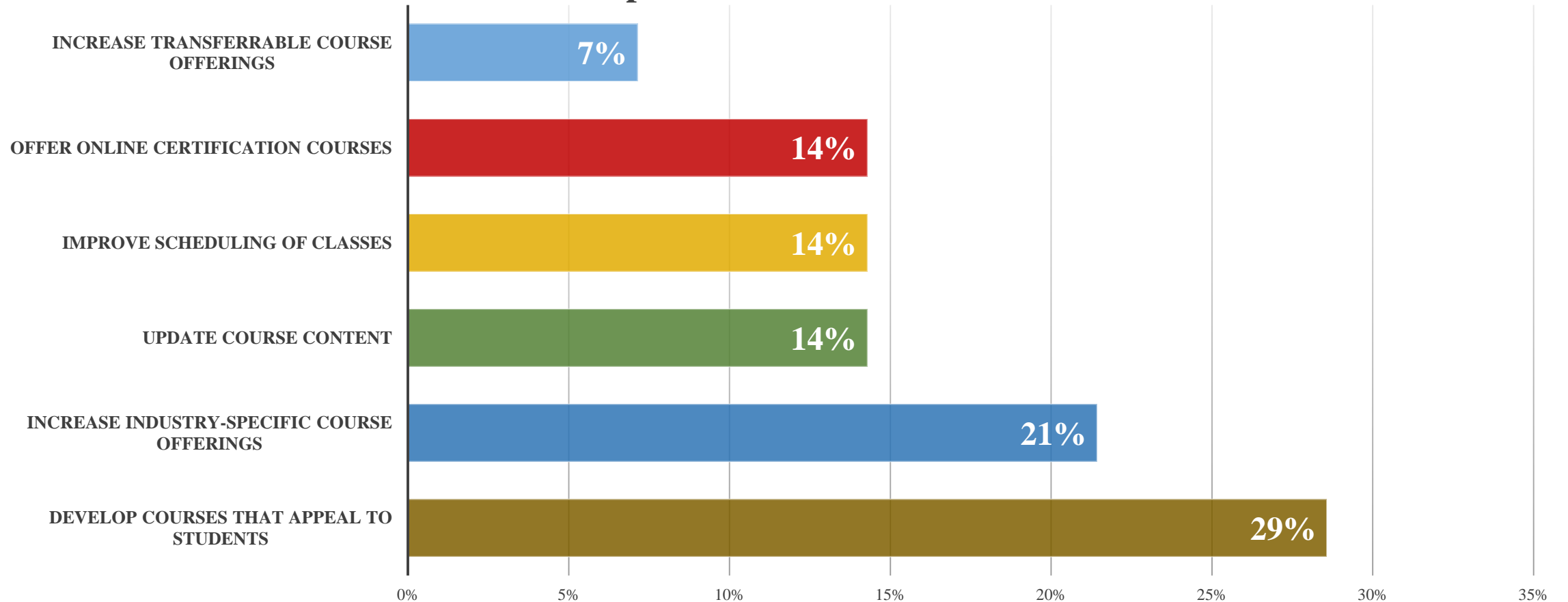
Department Chair Survey Results

Department Chairs' Suggestions: What can we do to further improve course success rates above the institution-set standard?

Suggestion	Percentage
IMPROVE FACULTY EVALUATIONS	10%
RICHER DIALOGUE IN DEPARTMENT MEETINGS	13%
HIRE MORE FACULTY	16%
INCREASE FACULTY ENGAGEMENT WITH STUDENTS	29%
PROFESSIONAL DEVELOPMENT FOR FACULTY	32%

Question: What institutional decisions can we make from this data ALONE?

Department Chair Survey Results

Proposed Action Steps by Department Chairs Related "What Actions Could be Done to Improve Course Success Rates?"

Action Step	Percentage
INCREASE TRANSFERRABLE COURSE OFFERINGS	7%
OFFER ONLINE CERTIFICATION COURSES	14%
IMPROVE SCHEDULING OF CLASSES	14%
UPDATE COURSE CONTENT	14%
INCREASE INDUSTRY-SPECIFIC COURSE OFFERINGS	21%
DEVELOP COURSES THAT APPEAL TO STUDENTS	29%

Question: What institutional decisions can we make from this data ALONE?

How ISS Was Linked to Program Review:

6. When thinking about your department's program review, what about these data could help inform your program review?

Prev   Done

"Use data to assist Department Chairs in writing Program Review and thereby identify areas of instruction that need to be changed."

"These data will help inform the program review in the area of identifying ongoing needed resources to support and assure continued growth in the ISS and student success (completion rates & successful achievement of SLOs)."

"Trending data is valuable because it shows a general direction. Having the data broken down by course is helpful for zeroing in on a specific course that may need additional focus and attention."

"This data would be the great confirmation for our direction and efforts improving the courses and program."

*"We include this information to try and obtain additional funding to grow the ***** program."*

CALL TO ACTION FOR PBSC:

- How can (or should we) use these results, in addition to the data discussions from our Data Retreat to further inform the college's strategic plan?

- Refer to hand out from prior PBSC agenda:
  - How would you change any strategic planning goals for our revise?
  - How would you change any strategic planning objectives for our revise?
  - What action steps could planning group chairs take?

Questions?