

# ESSENTIAL DATA AND FILES TO SUPPORT THE STUDENT SUCCESS AGENDA

OACC FALL SYMPOSIUM  
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# WHAT'S VITAL AND WHAT'S NOT

# PRESENTATION OUTLINE

- ◉ Role of research
- ◉ Guidelines for IR
- ◉ Reports - discussion
- ◉ Framework - Team for Data Quality

# IR DOMAINS



# COLLEGE CONCERNS



3Bs

Success



# CULTURE SHIFTS

- ◉ Decline vs. Growth
- ◉ Conserve Resources vs. Reallocate/Invest
- ◉ Anecdote vs. D3M
- ◉ Silos vs. Teams
- ◉ Paper vs. Digital
- ◉ Incremental vs. Rapid

# MANY INITIATIVES!

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ACHIEVING  
THE DREAM<sup>SM</sup>  
COMMUNITY  
COLLEGES  
COUNT





# ACTION GUIDELINES

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- ⦿ Automate
- ⦿ Collaborate
- ⦿ Delegate
- ⦿ Eliminate non-value-added
- ⦿ Focus on decisions
- ⦿ Leverage
- ⦿ Prioritize based on strategy

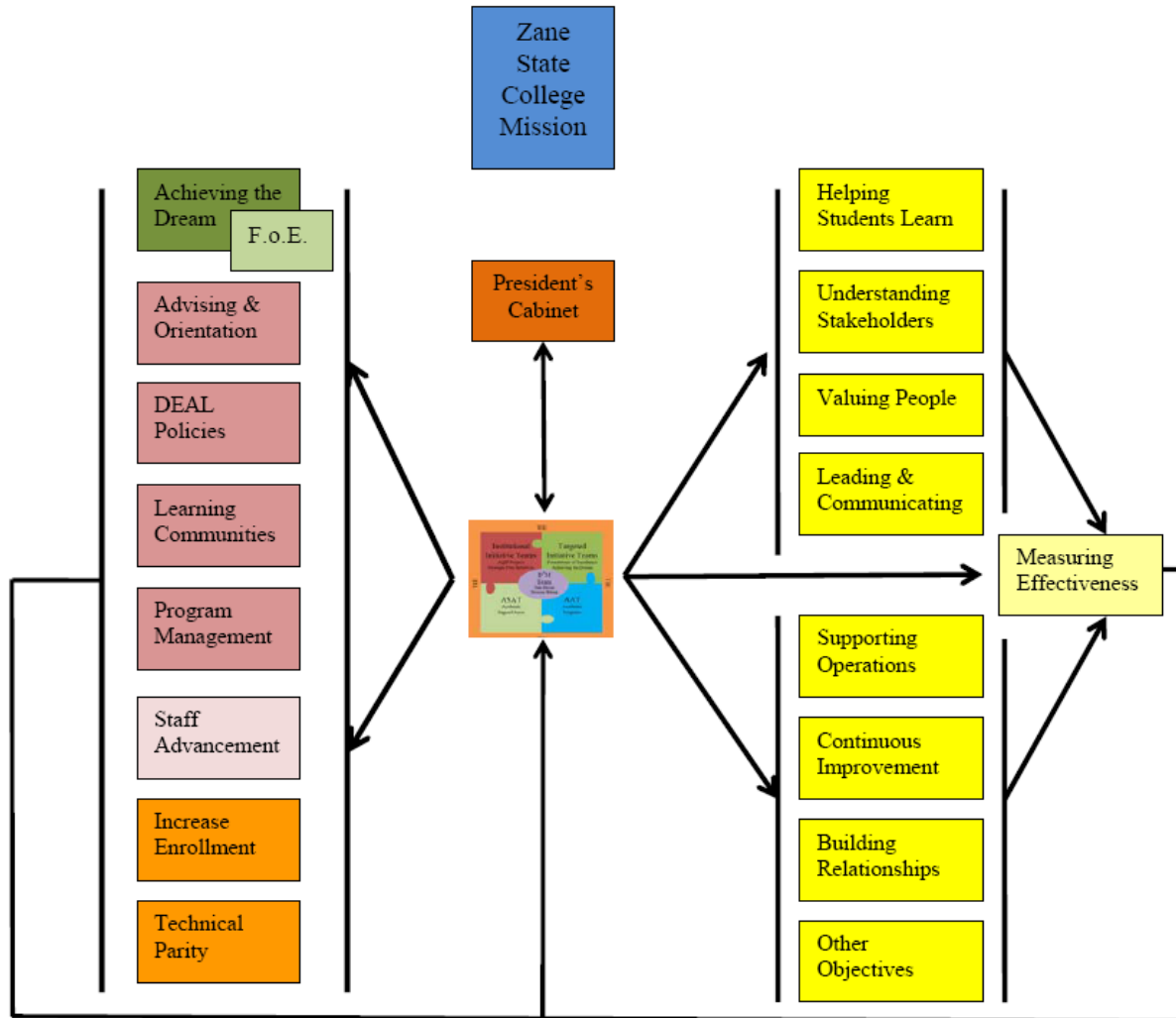
# CATEGORIES OF REPORTS

- ⦿ Compliance
- ⦿ Assessment
- ⦿ Monitoring
- ⦿ Surveys
- ⦿ Strategic plan
- ⦿ Student success

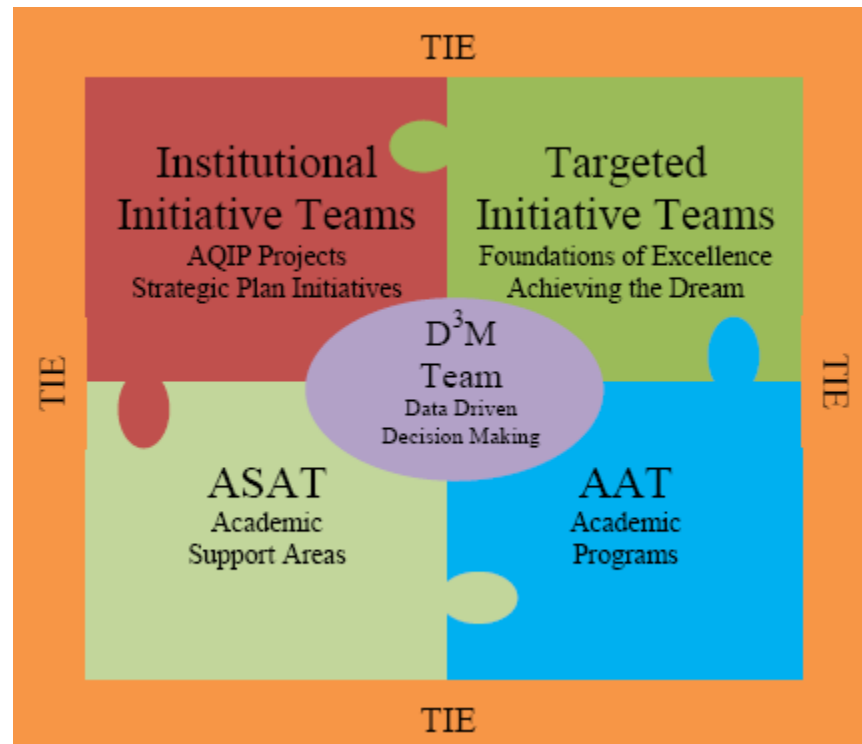
# DISCUSSION...

- ⦿ What reports are in each group?
- ⦿ What actions must you take?

# STRUCTURE & LINKAGES



# CQI LEADERSHIP AT ZANE STATE



# CHALLENGES WITH THE MODEL

- ⦿ Too many teams
- ⦿ Detail flow of information - independent of the College's Shared Governance System
- ⦿ Challenges in sharing data
- ⦿ TIE membership is elected
- ⦿ Confusion between roles of CIIP and TIE

# TEAM FOR DATA QUALITY

Mission and Strategic Plan

Accreditation and Accountability

**TDOQ**

Assessments

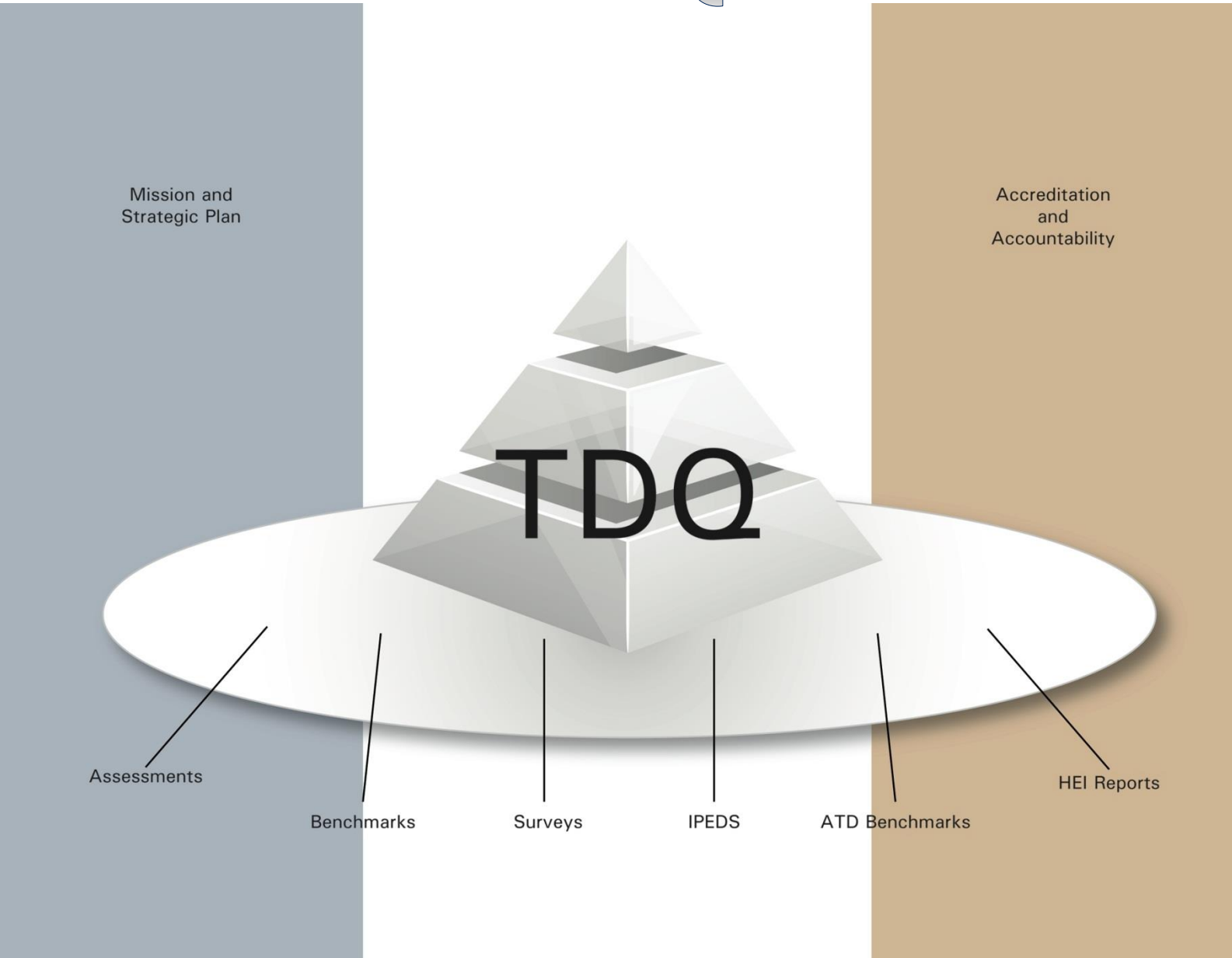
Benchmarks

Surveys

IPEDS

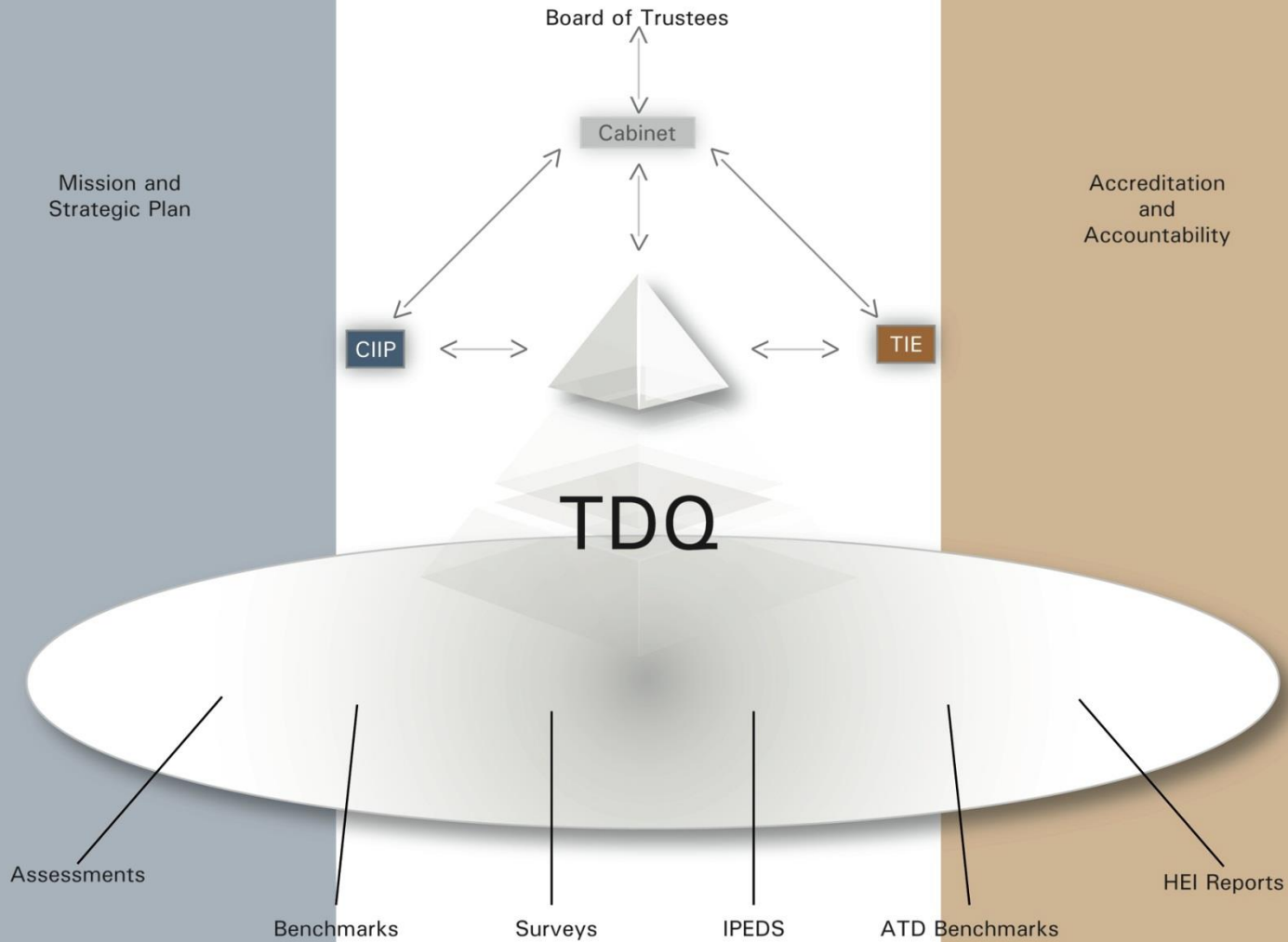
ATD Benchmarks

HEI Reports

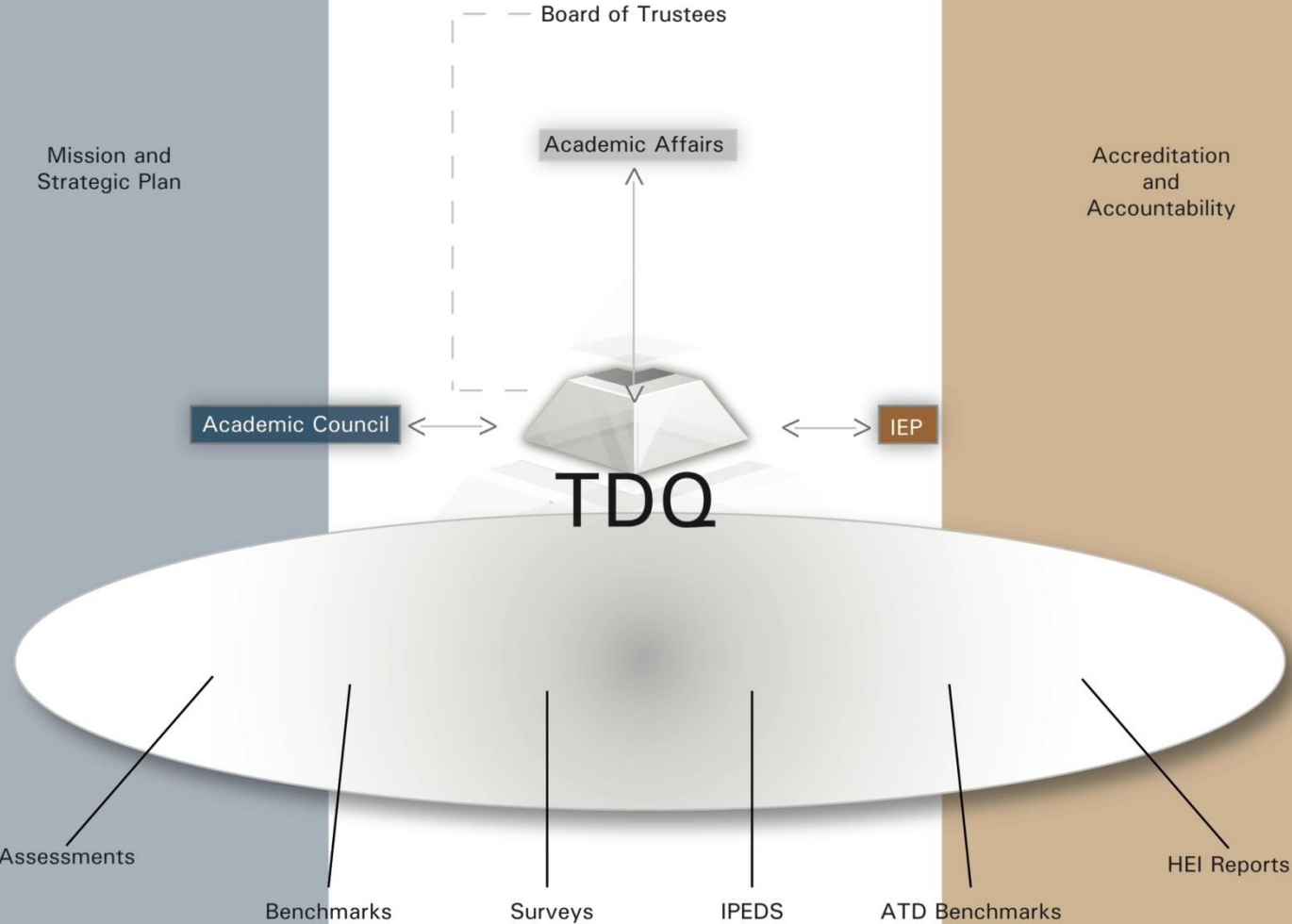




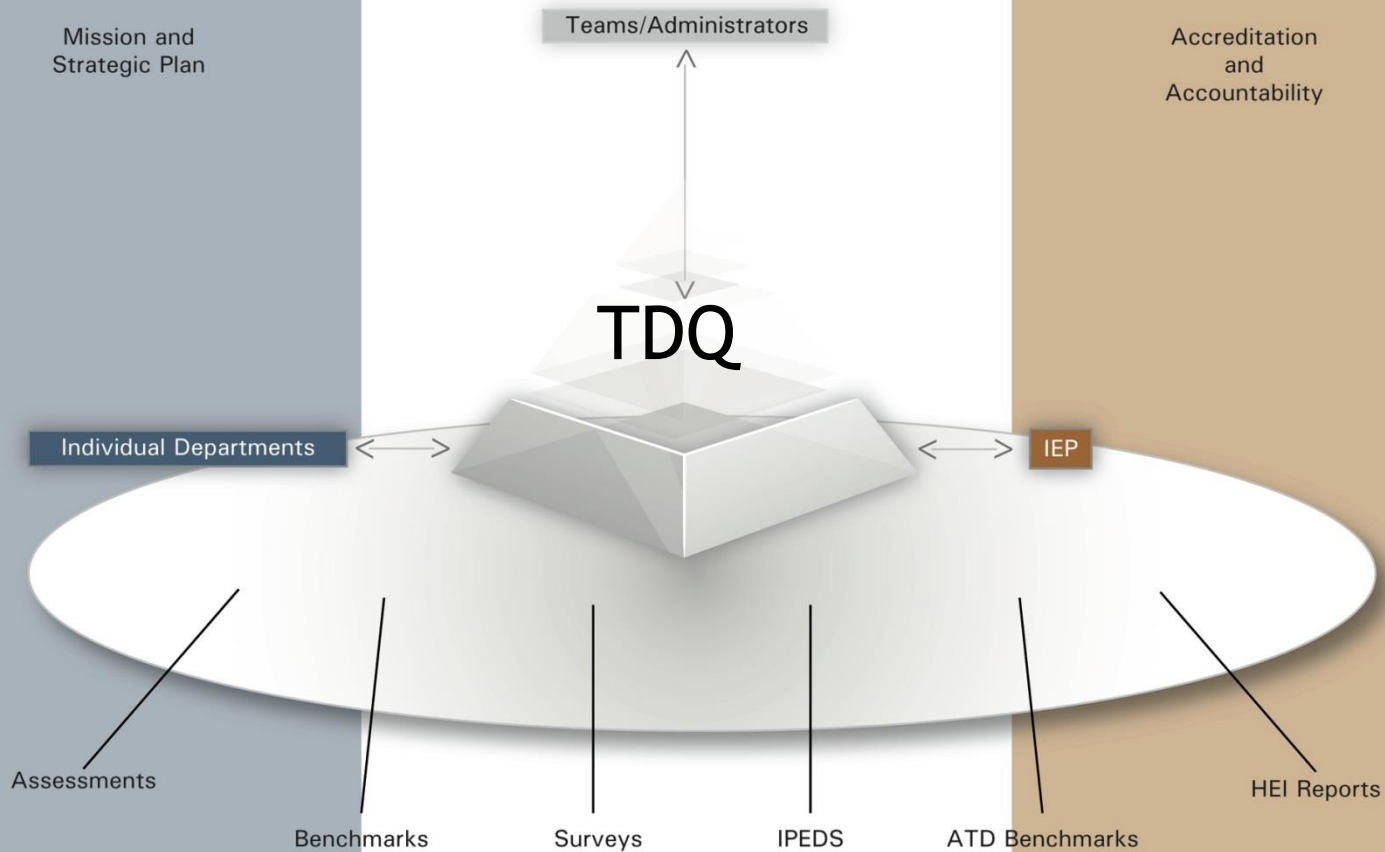
# COLLEGE-WIDE POLICIES



# STUDENT-LEVEL POLICIES



# PROCESSES & PROCEDURES





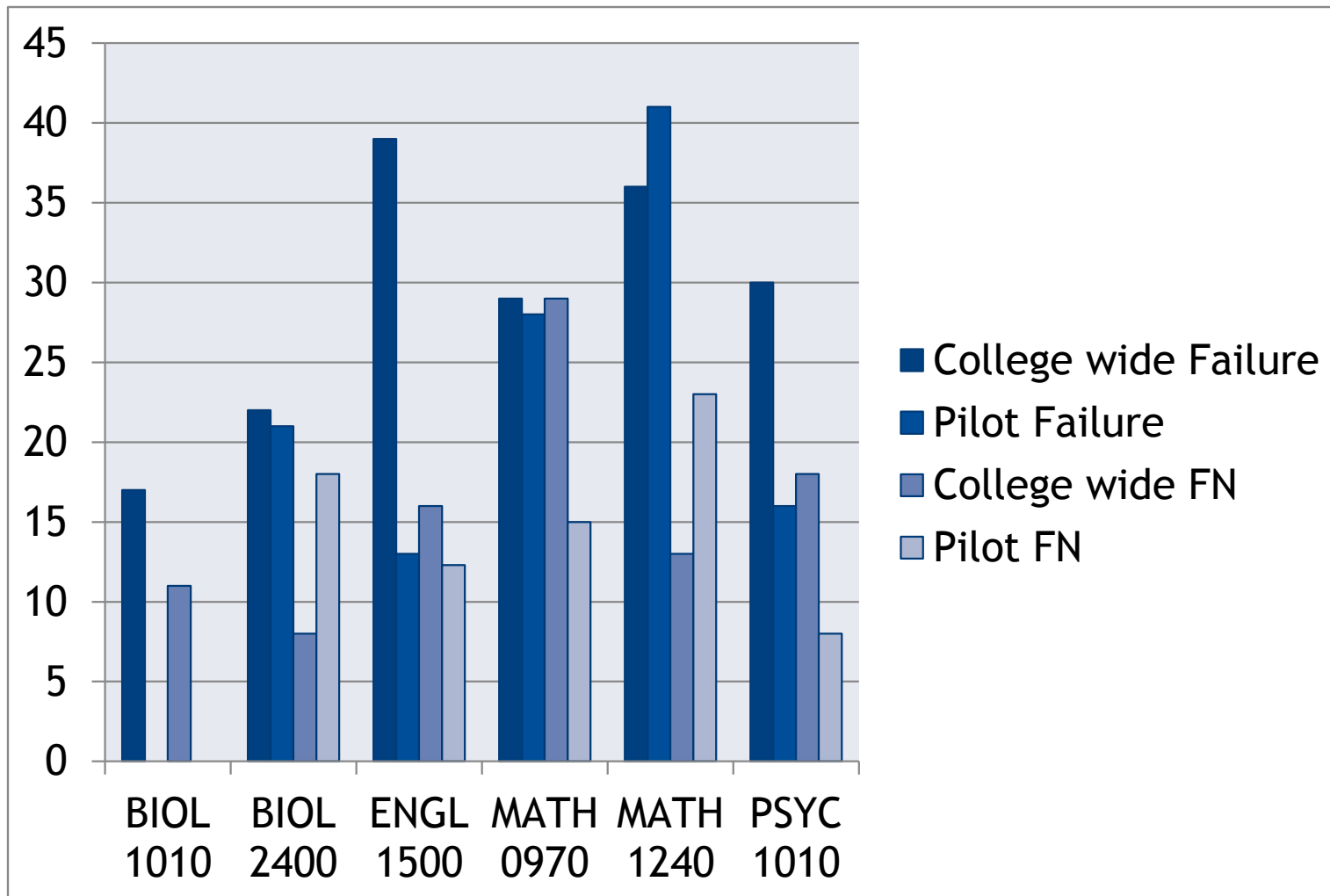
# PUTTING IT INTO PRACTICE

Using Student Success Metrics to Drive  
Institutional Change

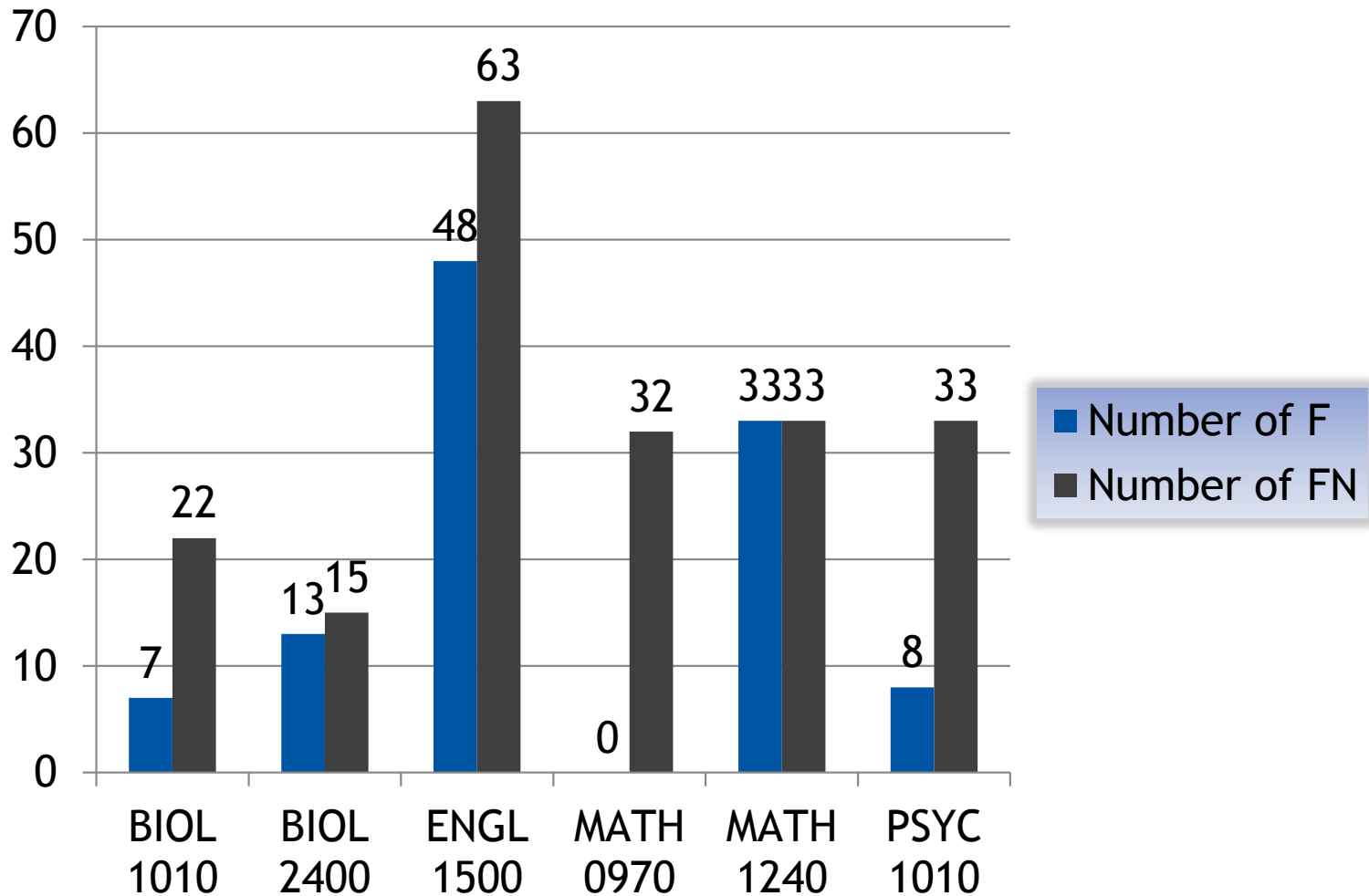
# FALL 2013 PERCENTAGE OF FN

- ⦿ First 8 Week Term- 9%
- ⦿ Second 8 Week Term- 22%
- ⦿ Twelve Week Term- 23%
- ⦿ Full Term- 10%

# GATEWAY COURSES AND GRADES OF F AND FN



# FALL 2013 COLLEGE WIDE GRADES OF F COMPARED TO FN



# STUDENT SURVEY OF ENGAGEMENT

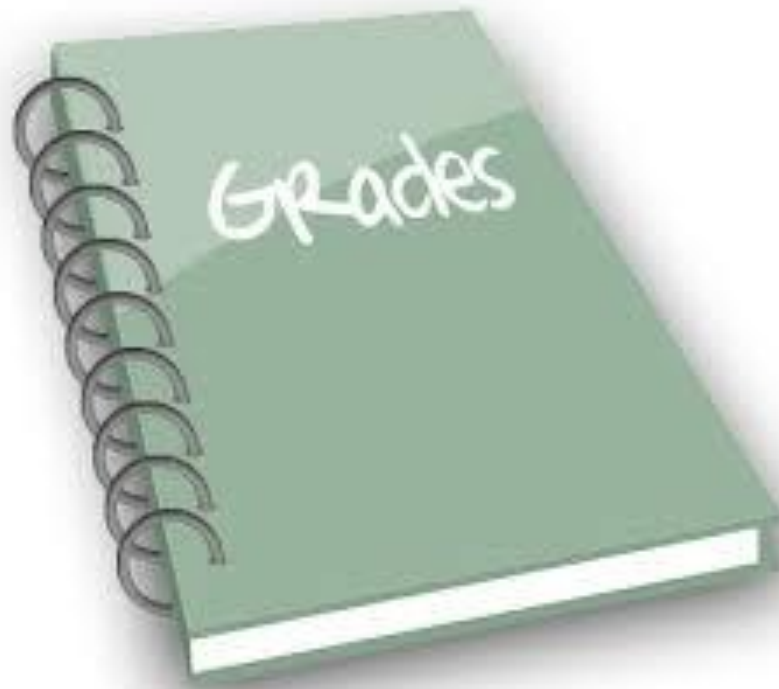
- ◉ My instructor for this course wants me to succeed.
- ◉ At Zane State College, my instructor for this course clearly explained the attendance policy.
- ◉ Someone at Zane State College contacts me if I am struggling with my studies to help me get the assistance I need.
- ◉ During the entire semester, about how often did you skip class?
- ◉ During the entire semester, about how often did you come to class without completing a reading or assignment?
- ◉ During the entire semester at Zane State College, about how often did you receive prompt feedback from your instructor on your performance?



# STUDENT SURVEY OF ENGAGEMENT

- ◉ 97% of students reported faculty wanted them to succeed. (90% CCSSE, 80% SENSE, 82% CCFSSE)
- ◉ 86% positively identified that attendance policy was clearly explained. (87% CCSSE)
- ◉ 59% neutral that someone contacted them for assistance if struggling. (16% positive CCSSE)
- ◉ 63% positively identified they were attending class regularly.
- ◉ 73% reported they were preparing for class. (65% CCSSE)
- ◉ 82% positively reported prompt feedback and strong faculty engagement. (59%)

# DESIGNING AN INSTITUTIONAL ATTENDANCE POLICY



THANK YOU

*Questions?*