Office of Institutional Effectiveness Service Area Review 2019-2020

I.   Program/Service Area Description – provide an overview of the work of your department, including how your work supports the mission of the college.

   a. Under the direction of the President, the Office of Institutional Effectiveness provides leadership and strategic decision-making as a part of the College's Leadership Team. The Office provides decision-support for institutional planning, policy development, accreditation, and quality improvement, through the creation and management of reliable data systems. The Office coordinates the development of the college's strategic plan, including designing and tracking planning metrics, and communicating these with the campus community. Work through this office supports all three core themes.

II.   Program/Service Area Details

   a. Staff (Individual and FTE) – The Office of Institutional Effectiveness has 1 full time employee: the Director.

   b. Duties and Responsibilities

      i.   Leadership: The Director provides leadership to build a data-informed culture and implement leadership priorities and leads faculty and staff in using data to explore enrollment, student demographics, retention, and student outcomes. The Director builds the College's capacity for effective, high-quality, and impactful longitudinal assessment of progress toward institutional goals and works collaboratively with Leadership Team and college personnel to clearly communicate research findings through dashboards, data visualizations, interactive charts, graphs and other tools to diverse audiences.

      ii. Strategic Planning and Accreditation: The Director works with Leadership Team to develop and implement success indicators as part of the strategic planning process. She builds processes and tools to support tracking progress toward meeting strategic plan core themes, objectives and measures and produces the mission fulfillment report and other reports needed for accreditation work. The Director supports accreditation efforts both at the academic program level and at the campus level.

iii. Institutional Analysis and Research: The Director plans, organize, interprets and disseminates findings (quantitative and qualitative) of student and staff/faculty surveys as well as conducting statistical research studies focusing on student recruitment, enrollment, retention, and student success. She designs and develops information analytics, graphic/data visualization applications to assist in institutional decision-making that are accessible, engaging, innovative, and relevant to diverse groups. She shares these visualizations and dashboards with staff and faculty quarterly.

iv. Data Management and Reporting: The Director builds and maintains a data warehouse to support reliable data analyses that exercises best practices in data storage and respects the confidentiality of private information. She represents the college at federal, state, and local level meetings or conferences as appropriate and at professional organizations related to institutional research within the state and submits all institutional, state, and federal data reports.

III. Service Needs – In 2020-2021, TBCC will be preparing our seven-year self-study, in preparation for our evaluation visit in the fall of 2021. NWCCU established new accreditation standards in 2020 and gave colleges and universities the opportunity to be evaluated under the existing standards or the new standards. College leadership decided to move to the new standards, as many schools are doing. The new standards place greater emphasis on using data to identify equity gaps in student achievement. Specifically, Standard 1.D.3 states:

"The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decisions making and allocation of resources."

This substandard calls out three areas of need for TBCC.

a. While we have created and shared a variety of reports and dashboards to promote understanding, we haven't published these on our website. It is absolutely necessary that we are transparent to the community about our

effectiveness and our continuous improvement efforts.

b. We spent a good deal of 2018-2019 collaborating with the Data Team to design measures of student success that are valid for our unique student populations. But we must also be able to compare our performance with similar regional and national peers. We need to select key indicators for TBCC, identify peer comparators and create data visualizations that help all stakeholders understand our impact. We have developed a set of student success indicators and shared those with staff and faculty, but we need better disaggregation of data. The Office of Institutional Effectiveness is doing a deeper dive into the student characteristics that predict success, to better identify and understand which students will struggle to complete a certificate or degree. While we know that Latinx students tend to outperform other students, we don't know what other demographic variables correlate with performance. Specifically we are accessing FAFSA data on income and first generation status to determine if these are reliable predictors of degree completion. These analyses will help us to address the NWCCU standards requirement of a clear identification of 'equity gaps'.

c. Our Student Success Dashboard displays our important indicators and is used by staff and faculty to monitor our progress. But this tool relies on outdated technology and doesn't allow users to manipulate the data to understand inequities. The dashboard is time-intensive and requires a great deal of capacity to build and maintain. Given the increasing demands of the standards, our preparation for the seven-year visit and the limited capacity of the Office, clearly better data visualization tools and processes are needed.

IV. Service Area Outcomes – 2017-2018, 2018-2019, and 2019-2020

Intended Outcome 1: Staff and faculty will be able to access and understand student success data.						
Assessment Method:	Measurement Threshold:	2017-2018 Results (baseline):	2018-2019 Activities:	2018-2019 Results:	2019-2020 Activities:	2019-2020 Results:
Level of agreement with annual Staff/Faculty Survey item "TBCC uses data to examine and improve student success."	• Green: >=80% • Yellow: 70% to 80% • Red: <70%	88% Agreement Analysis: Green Continue to monitor and work on increasing the accessibility of data.	• Created and distributed the annual student snapshot to provide clear and consistent information about our students • Collaborated with Data team to update and refine strategic plan measures • Discussed data with staff at 4 all-staff meetings during the year.	76% Agreement Analysis: Yellow Need to increase communications with staff and faculty.	• Created and distributed the annual student snapshot to provide clear and consistent information about our students • Created Student Success Dashboard to track leading and lagging measures • Led staff and faculty in conversations about data measures at 4 all-staff meetings.	91% Agreement Analysis: Green

Analysis: The drop in 2018-2019 ratings may have been a reflection of the data definition conversations help with staff – which may have been too technical and 'in the weeds' for some. Work in 2019-2020 focused much more on collaborative conversations about how the work of each team impacted student success and our leading and lagging measures. Ratings may have increased as a result.

Intended Outcome 2: TBCC will implement an effective strategic plan that leads the college to show mission fulfillment each year.					
Assessment Method:	2017-2018 Results:	2018-2019 Activities:	2018-2019 Results:	2019-2020 Activities:	2019-2020 Results:
Completion of: • Annual Mission Fulfillment Report • Performance Measure narratives • Service Area Outcomes monitoring	Analyzed baseline data for strategic plan measures, and produced mission fulfillment report for 2017-2018 academic year	• Create templates and manual for strategic planning process • Create and update documents to track 'closing the loop' and plan changes from year to year • Revise measures in strategic plan with guidance of Data Team, College Council, etc. • Collaborate with leadership to identify/create all evidence for Standard 2 and load into Policy Tech	• Updated Strategic Planning Process Diagram • Strategic Plan Measures.xlsx tracks all strategic plan measures for 3 year, and documents how measures have changed/improved. • SP Threshold Rationale.xlsx describes the foundation for the thresholds chosen for each measure.	• Created a Strategic Planning Activity Log.docx is a narrative log college-wide work on the strategic plan and accreditation activities, which includes links to all presentation materials used in employee trainings. • Identified and tracked all Standard 2 evidence in Policy Tech • Created the 'Placemat' – a readable version of the results of every mission fulfillment measure.	• TBCC has a clear consistent and reliable system for documenting mission fulfillment through the annual report, service and program area reviews, and service area objectives.

Analysis: The Office of Institutional Effectiveness plays and essential role in strategic planning and mission fulfillment activities at the College, but this SAO doesn't reflect that value. All reports will be completed annually, but this doesn't reflect of assess the depth of the work. An improved SAO is needed (strategic project 2020-2021).

V. Project list for current year (2019-2020)

Project	Description (Activities)	Intended Outcome	Year	Budget Requirements	Progress
Build staff and faculty capacity to use data to improve student success	• Create Data Portfolio • Sponsor data engagement events • Lead the Data Team to support and guide data activities	Staff and faculty will be able to access and understand student success data.	2019-2020		• Produced regular and ad hoc reports to address staff/faculty questions and concerns around the student experience. • Quarterly data discussions reviewed and discussed both leading and lagging measures, set the WIG with LT, and challenged staff to connect their own work with their team's SAO's and strategic measures and projects. • All data discussions and products were informed by the perspectives of the Data Team.

Project	Description (Activities)	Intended Outcome	Year	Budget Requirements	Progress
Strategic Enrollment Management Plan –	• Create a SEM/Guided Pathways dashboard of leading and lagging measures to track implementation and improvement	Leadership has the data needed to develop the SEM and to assess its effectiveness	2019-2020		• Build dashboard of key student success measures through collaboration with the Data Team, Leadership Team and staff and faculty. • SEM specific measures have been discussed, but the addition of these will carry over to 2021.
Accreditation and Mission Fulfillment	• Create templates and manual for strategic planning process • Create and update documents to track 'closing the loop' and plan changes from year to year	TBCC will implement an effective strategic plan that leads the college to show mission fulfillment each year.	2019-2020		• Created a series of documents to assist Leadership to track strategic planning activities and SAO's. • All standard 2 evidence uploaded to Policy Tech

VI. **Issues & Challenges** - Using all the information you've gathered and described above:

   a. The Office will focus efforts on preparing for our accreditation visit in fall 2021, which requires addressing standard 1.D.3. While performance on SAO's has been strong, and progress has been made to produce useful data reports, the focus of the Office now is to meet changing accreditation standards with limited capacity.

   b. The primary challenges are capacity and infrastructure/tools. As a one-person team, capacity will always be an issue, but given the increased demands of the coming year, the office will be significantly challenged. The limited tools currently available to clean, analyze and visualize data increase this time burden.

   c. The Office supports all other departments, both in ad hoc reporting as well as planned analyses, including reporting required for the seven-year study and annual program reviews.

   d. The Office produces the student success dashboard, which supports the college in evaluating progress toward meeting our WIG of increased graduation and transfer rates.

VII. Project list for next year (2020-2021)

It is clear that 20-21 will be a busy year for the Office, with accreditation preparation being the primary focus. But the requirements of the new standards provide an opportunity and a framework for our efforts. Standard 1.D.3 clearly frames the work that we need to do. The Office will focus on improved data reporting which identifies our equity gaps and we will share those broadly and transparently on our website.

In 2019-2020 staff and faculty participated in a series of valuable discussions of the ways data can inform and guide our efforts to improve, and these will continue. But our focus this academic year will also include benchmarking and developing a process for meaningful comparison to similar institutions. The Data Team, Leadership and the Office will initiate a process for selecting key indicators to benchmark, selecting peer comparators and engaging staff and faculty in these discussions.

Lastly, the Office will begin a process of identifying our needs around technology and infrastructure, in collaboration with IT. In the spring we hope to identify solutions and begin to seek funding.

Projects for 2020-2021:

Core Theme Objective: Educational Excellence				
Project	**Description (Activities)**	**Intended Outcome**	**Year**	**Budget Requirements**
Build staff and faculty capacity to use data to improve student success	• Sponsor data engagement events • Lead the Data Team to support and guide data activities • Continue to build/improve the Sharepoint site to share data • Analyze data visualization needs and identify possible solutions and funding opportunities	Staff and faculty will be able to access and understand student success data.	2020-2021	

Student Success Measures Dashboard	• Maintain a dashboard of leading and lagging measures to track implementation of important student success interventions • Use existing measures and demographics for undergraduates to conduct an equity analysis, identifying student sub-populations who are not succeeding	Leadership has the data needed to evaluate the effectiveness of various interventions	2020-2021	
Strategic Planning and Accreditation	• Maintain documents to track 'closing the loop' and plan changes from year to year • Prepare accreditation materials • Co-write 7 year study • Collaborate with the web redesign project to create an Office of IE web presence that meets accreditation standards	TBCC will implement an effective strategic plan that leads the college to show mission fulfillment each year.	2020-2021	