Making Institutional Goal- Setting Meaningful

Jake Kevari, Bri Hays & Alanna Milner
Session Learning Outcomes

By the end of the session, participants will be able to:

- Identify approaches for integrating IEPI and other college-wide goals into the program review process
- Describe strategies for communicating college-wide goals across the institution
- Identify key strategies for setting targets at your institution
- Develop a plan to engage in more meaningful goal setting
Statewide Context: The IEPI Goal-Setting Timeline

March 2015: Memo to CEOs regarding requirement for setting IEPI goals

June 2015: Goals for Year 1 required indicators due to the CCCCCO

January 2016: Additional IEPI indicators added for Year 2

June 2016: Goals for Year 2 required indicators due to CCCCCO

December 2016: Additional IEPI indicators added for Year 3
Four Areas of Institutional Effectiveness

Student Achievement

Fiscal Stability

State and Federal Programmatic Compliance

Accreditation

Specific indicators identified by IE indicators workgroup with broad stakeholder involvement
IEPI Year 3 Indicators

Student Outcomes
- Completion Rate
  - Prepared
  - Unprepared
  - Overall
- Transfer-level Completion Rate
  - Math Year 1
  - Math Year 2
  - English Year 1
  - English Year 2
- Remedial Rate
  - Math
  - English
  - ESL
- Median Time to Degree
- Required College Choice
  - (Basic Skills)
- Optional College Choice
  - (Noncredit)

Accreditation Status
- Accreditation Status ★

Fiscal Viability
- Salary and Benefits
- Cash Balance
- OPEB Liability
- District Participation Rate
- Fund Balance ★
- Annual Operating Excess/Deficiency
- FTES

State & Federal Compliance
- Fiscal Audit ★
- Federal Awards ★
- State Compliance ★

Other
- Optional College Choice (★ -- only if an indicator is identified by the college)
IEPI Year 3 Indicator Additions

Transfer-level Math/English Completion Rate
Year 1 and Year 2
Number of low-unit certificates
Median time to degree
Number of CDCP awards
Noncredit fill-in-the-blank
CTE Skills Builder

Note: No new required goal-setting for Year 3

District participation rate for the 18-24 year old population
Activity: Think, Pair, Share

For which indicators were IEPI goals adopted by your institution?

How were IEPI goals set at your institution?

How have IEPI goals been communicated to the campus community?

Are practitioners aware of the goals and how they relate to their work?
Some Things to Consider in Setting Aspirational Goals

College planning and evaluation culture

Access to and facility in using college-wide and program-specific data

Governance structures and key stakeholder groups

Communication strategy

Professional development implications
Approaches for Identifying IEPI Goals: The San Diego Mesa College Story

Recent completion of educational master plan with new goals

Opportunity to move from standard setting to goal-setting

College planning culture: spring retreat with 50 participants

Scaffolding and pre-retreat homework to engage participants with data

Break-out groups and post-retreat vetting process
IEPI Goal-Setting Process: San Diego Mesa College

PIE Committee Reviews KPI Data

IR Office and PIEC members facilitate college planning retreat

Breakout Groups Recommend Goals and College Priorities

Breakout Groups Report Out at Retreat Recommendations Forwarded to PIE Committee

PIE Committee Reviews and Refines Recommended Goals and Priorities

President’s Cabinet (Council) Reviews/Approves Final Goals
Approaches for Identifying IEPI Goals: The Copper Mountain College Story

Reviewing previous education master plan

Creating new education master plan

Using Shared governance process

Creation of Institutional Effectiveness Committee

All Staff Day

Academic and Classified Senate passing of 100% Student Success
IEPI Goal-Setting Process: Copper Mountain College

- No formal goal-setting process set, when IEPI first came out.
- Creation of a committee into process.
  - Institutional Effectiveness Committee
    - small and skill based reports back to mega-committee
    - The mission of the Institutional Effectiveness Committee is to monitor, review, and recommend action for continuous quality improvement of the college’s plans, processes, and functions that drive student success.

Institutional Effectiveness Committee

College Council Stakeholders

Board
Tools and Strategies for Telling the College’s Data Story

Infographics

Data vizzes

Homework prior to meetings or retreats

Meaningful discussion questions

Engaging practitioners with data at the program level
How Infographics Can Help Tell the Data Story

- **Illustrate Data Definitions:** Show how the target is calculated in a way people can relate
- **Make the Data Relatable:** Illustrate data in terms actual of students
- **Focus on the Most Salient Data Points:** Prevent practitioners from getting lost in the numbers
### Tools for Sharing Data: Infographics versus Tables

#### Fall 2013 Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Grades</th>
<th>A, B, C, Or P</th>
<th>D, F, Or NP</th>
<th>W</th>
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<tbody>
<tr>
<td>A</td>
<td>4,865</td>
<td>3,545</td>
<td>770</td>
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**Success Rate**

\[
\frac{3,545}{4,865} = 72.9\%
\]

**Retention Rate**

\[
\frac{3,545 + 770}{4,865} = 88.7\%
\]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
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Other Tools for Helping Practitioners Understand the Performance Indicator Data

Map IEPI indicators to college strategic goals

Develop a student success framework to link achievement indicators

Take indicators down to the student level (e.g., a 1% increase in college-wide success rate is equal to 500 enrollments)

Engage practitioners with the indicator data and allow them to add context

Develop an indicator data glossary that practitioners can use as their data CliffsNotes

Offer workshops or other training opportunities
Setting Goals by Going Down to Student Level

Which target should we set for 15-16?

Fall 2014: 69.5%
AY 13-14: 69.5%

<table>
<thead>
<tr>
<th>Total Grades</th>
<th>A,B,C, Or P</th>
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<th>W</th>
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</thead>
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<tr>
<td>10,096</td>
<td>7,019</td>
<td>1,889</td>
<td>1,188</td>
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</table>

COURSE COMPLETION RATE

= 7,019 / 10,096 = 69.5%
Activity: Think, Pair, Share

What strategies will you use to help practitioners understand the college’s data story?

What approach will you use to help practitioners understand the meaning of college-wide performance indicators?

How do you currently translate college-wide IEPI goals into action at the program level?
Making Goal-Setting Meaningful at the Program Level

Integrate college-wide goals into your program review process

Program-level goal/target-setting mapped back up to institutional goals

Incorporate goal-setting into trainings and documentation

Contextualize for your campus and for each department to foster meaningful dialog
Examples from San Diego Mesa College: Instruction

Response is required

Instructional Program Data Analysis
San Diego Mesa College is committed to becoming the leading college of equity and excellence. This commitment highlights two of the College’s core values. In order to reach this overarching goal, we must continuously examine our performance in relation to our own standards and aspirational goals. After reviewing your program’s data (particularly success rates, retention rates, and program or course GPA) and reflecting on your program’s context, respond to the following questions.

The College has set a 6-year goal of reaching a 74% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole.

In order for us to achieve this goal, we need to increase the number of successful enrollments by 2% over the current annual success rate. For a 1% increase in the college-wide success rate, we need to increase the number of successful enrollments by roughly 600.

What is your program’s one-year goal for success rate across all courses in the program? How will your program help the College reach its long-term goal of increasing the course success rate to 74%?

Describe the ways your program aims to improve its success rate and contribute to the college-wide goal. Include any specific activities the program will undertake during the 2016/17 academic year or thereafter.

In general, our program’s success rate has improved steadily since 2011-2012 and is currently at 71%. We are continuously working to improve the learning environment for our students and a main focus for our program in terms of improving success is a focus on...
Examples from San Diego Mesa College: Student Services

Counseling/DSPS Data Analysis

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The Personal Growth overall success rate for 2015/2016 is 73%. In order to support the college’s success rate of 74%, the Counseling Department will continue to look at data of the struggling students and get the Personal Growth instructors together to discuss best practices and ways to help these students.
Examples from Copper Mountain College

Success and Retention Rates, GPA, Enrollments, and Declared Majors (program, division, institution)

1. Define the program’s established success rate (the percentage of grades A, B, or C, divided by the total number of grades in the course). The target must be at or above the institutionally set target of 71.6%.
2. Did the program meet this target? If not, please describe the plan to meet the target?
3. Given the program and/or division level equity data, which student groups are below the program’s established success rate? Describe the program’s plan to address any identified equity.
Providing Resources to Practitioners
Examples of Program Review Equity and Goal-Setting Questions

Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

What institutional or program factors may be contributing to these lower rates of success for these groups of students? What specific steps will the program take to address these equity gaps in the 2016/17 academic year? How do these activities align with program goals previously set forth in program review?

Given the program and/or division level equity data, which student groups are below the program’s established success rate? Describe the program’s plan to address any identified equity gaps.
Using Visuals for Equity: Copper Mountain College

Credit Course Success Rate By Ethnicity

- African American: 58%
- American Indian: 70%
- Asian: 82%
- Hispanic: 71%
- Multi-Ethnicity: 72%
- Pacific Islander: 69%
- White: 75%

Credit Course Success Rate By Gender

- Female: 75%
- Male: 68%
Discussion: Integrating Institutional Goal-Setting into Program Review

What is your college’s culture in relation to using data for planning and decision-making?

What is your college’s culture in relation to goal-setting/target-setting? Do programs set targets for any performance indicators?

How familiar are campus practitioners with your college’s IEPI goals and indicators?

How will you incorporate IEPI goals into planning at the program or department-level on your campus?
Results at Copper Mountain College!

Credit Course Success Rate

- Fall 2010: 69.7%
- Fall 2011: 69.7%
- Fall 2012: 70.8%
- Fall 2013: 70.1%
- Fall 2014: 69.5%
- Fall 2015: 72.9%
- Fall 2016: 74.9%

Target Setting
Spring 2015
## Strategy Map: Integrating Institutional Goal-Setting into Program Planning

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Long-Term Goal</th>
<th>Key Campus Stakeholders</th>
<th>Strategies to Communicate Goal</th>
<th>Strategies to Achieve the Goal</th>
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<tbody>
<tr>
<td>Success Rate</td>
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<tr>
<td>Completion Rate</td>
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<tr>
<td>Transfer-Level Math Completion Rate (1 year)</td>
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<td>Transfer-Level English Completion Rate (1 year)</td>
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Wrap Up and Final Questions
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