

Institutional Effectiveness Model

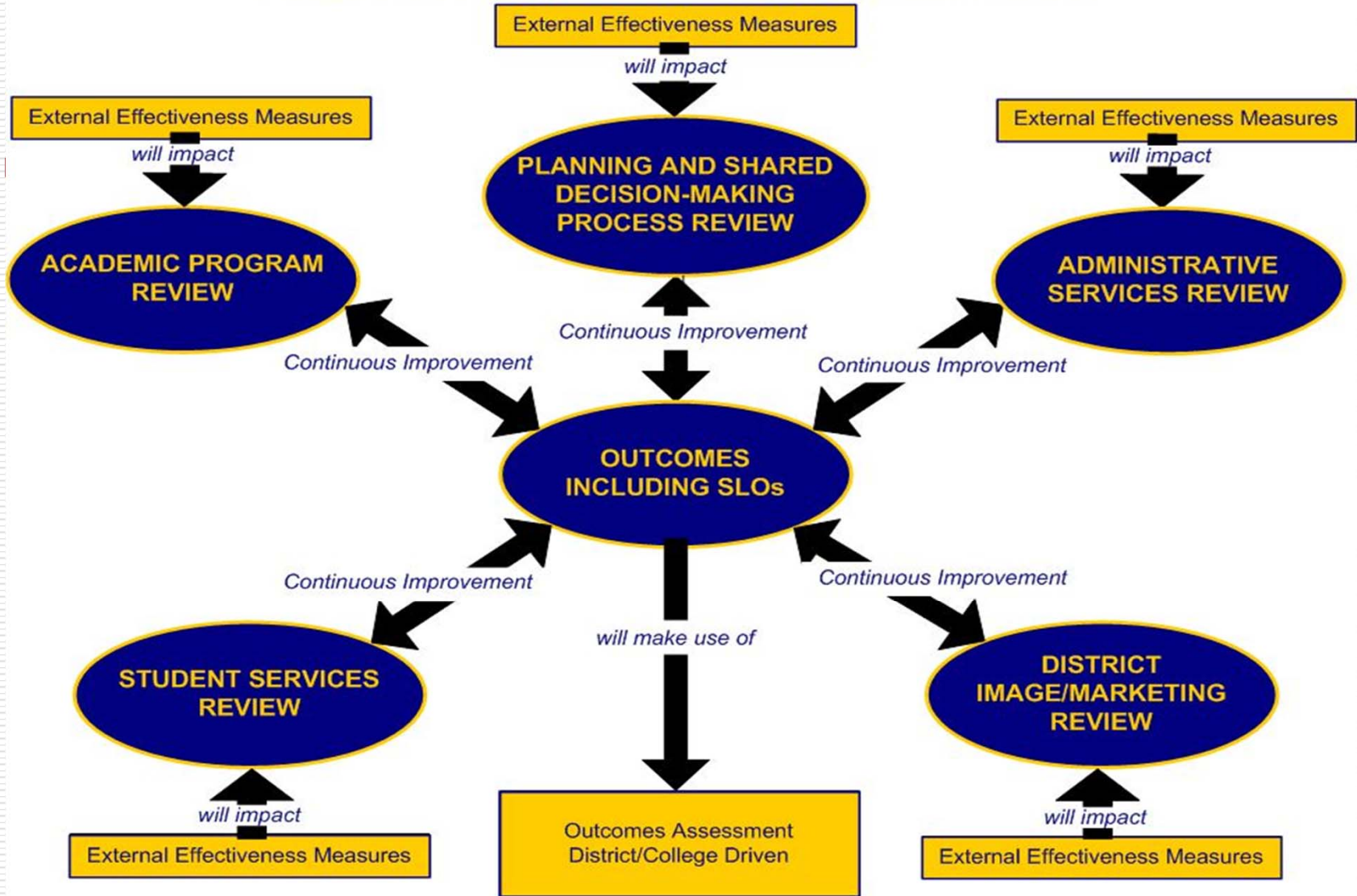
IE Model Annual Report 2010-2011

Presented by:

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YCCD Institutional Effectiveness Model



Attachment #1

9-21-07

IE Model - Strengths

- ❑ BP 3250 Institutional Planning
- ❑ AP 3255 Institutional Effectiveness (2007)
- ❑ IE Model– 100% of components in review cycle 2008-2012
 - Program Reviews – 6 years of reviews
 - IE Model Reviews – 3 years of reviews
- ❑ Research aligned with ACCJC to meet requirements of Rubrics I, II, III
- ❑ Research/Institutional Effectiveness capacity

IE Model Reviews 2010-11

	<u>YC</u>	<u>WCC</u>	<u>DS</u>
<input type="checkbox"/> Academic Program Review (72/82) <input type="checkbox"/> Total of 82 Programs (YC = 48, WCC = 34)	48	24	NA
<input type="checkbox"/> Administrative Services Review (24/24) <input type="checkbox"/> Total of 24 <i>revised</i> Service Areas (YC = 8, WCC = 3, DS = 13)	8	3	13
<input type="checkbox"/> District Image & Marketing Review (2/3) <input type="checkbox"/> WCC will conduct their review in 11-12 with the Office of the President	1	0	1
<input type="checkbox"/> Planning and Shared Decision-Making Process Review (16/27) <input type="checkbox"/> Total of 41 groups (YC = 17, WCC = 14, DS = 10)	11	4	1
<input type="checkbox"/> Student Services Review (23/23) <input type="checkbox"/> Total of 25 Student Services (YC = 13, WCC = 10)	8	15	NA

Rubric I – Program Review

- ❑ **Awareness** – 2005 began APR, 2006 Project Team, 2007 IE Model
- ❑ **Development** –
 - Use of data in reviews (WSCH, FTES, FTEF ongoing; 2010 persistence, retention, success/completion; 2011 SLOs at course, program, institution),
 - discussion of program effectiveness, Leadership groups accept responsibility (Senates, Convocation, CHEX, D&D, Faculty Mtgs.),
 - Develop framework for integration of in planning and resource allocation
- ❑ **Proficiency** –reviews implemented regularly-2005 APRs, 2008 all Reviews)
 - framework is established and implemented (1st 4-yr cycle 2008- 2012),
 - Results are consistently linked to planning and resource allocation (some areas aligned with planning and budget/CTE programs, BSI, 50%/FON)
- ❑ **Sustainable CQI** – Processes are ongoing, systematic, and used to assess and improve student learning. Results are used to refine and improve program practices.

Rubric I – Program Review

<u>IE Model Component</u>	<u>2010</u>	<u>2011</u>
<input type="checkbox"/> Academic Programs	Develop	Proficient
<input type="checkbox"/> Administrative Services	Aware	Proficient ~25%
<input type="checkbox"/> District Image	Develop	Proficient ~75%
<input type="checkbox"/> Planning and Shared- Decision Making Process	Develop	Develop ~75%
<input type="checkbox"/> Student Services	Develop	Proficient

Rubric II - Planning

- **Awareness** – investigative dialogue about planning processes
 - Project Teams, Committees, Councils, Board Planning Sessions; Long Range Planning Model, Continuous Improvement Cycle, IE Model

- **Development**—designed process/assigned responsibility for implementing
 - Ed Master Plans 2005/2008 & 2011; 2007 IE Model/ 2008-2012 1st 4-yr cycle of review; Facilities Master Plan; Technology and Telecommunications Plan 2008-2012; Board Strategic Directions 2007-2011; EEO and Diversity Plans 2010; Student Equity Plans

- **Proficiency** – assesses progress toward goals; incorporates results
 - Plans are integrated to improve effectiveness and SLOs/data, data, data

- **Sustainable CQI** – ongoing and systematic evaluation and planning
 - Consistent and continuous commitment to improving student learning and educational planning is a demonstrable priority in all planning structures and processes.

Rubric II – Planning

<u>IE Model Component</u>	<u>2010</u>	<u>2011</u>
<input type="checkbox"/> Academic Programs	Aware	Develop
<input type="checkbox"/> Administrative Services	Aware	Develop ~50%
<input type="checkbox"/> District Image	Aware	Develop
<input type="checkbox"/> Planning and Shared- Decision Making Process	Aware	Develop
<input type="checkbox"/> Student Services	Aware	Develop

Rubric III – Student Learning Outcomes

- **Awareness** – investigative dialogue; exploration of models; SLO levels
 - 2005-2006 SLOs Project Team;

- **Development** – Institutional framework, assessment strategies, faculty and staff are fully engaged in SLO development.
 - 2006-2007 Concepts & Levels; 2007-2008 Institutional & Program defined, 2008-2011 course and assessment/TracDat

- **Proficiency** – SLO results used for improvement, comprehensive assessment reports exist and are completed on a regular basis; appropriate resources are allocated and fine-tuned; widespread institutional dialogue about results.

- **Sustainable CQI** – Dialogue about student learning is ongoing, pervasive and robust. SLO is a visible priority in all practices and structures; SLOs are specifically linked to program review.

Rubric III – Student Learning Outcomes

<u>IE Model Component</u>	<u>2010</u>	<u>2011</u>
<input type="checkbox"/> Academic Programs	Develop	Proficient ~25%
<input type="checkbox"/> Administrative Services	Aware	Proficient ~15%
<input type="checkbox"/> District Image	Develop	Develop ~50%
<input type="checkbox"/> Planning and Shared- Decision Making Process	Aware	Aware
<input type="checkbox"/> Student Services	Develop	Proficient ~25%

SLOs – Institutional

- Institutional
- Academic Program or Administrative/Service Unit
- Course

1. Communication
2. Computation
3. Critical Thinking
4. Global Awareness
5. Information Competency
6. Personal and Social Responsibility
7. Technological Awareness
8. Scientific Awareness

IE Model – Areas for Improvement

- ❑ Reach an annual participation rate for reviews of >90% in all 5 components
- ❑ Use data more meaningfully and directly align to budget/resource allocation and planning (Strategic Goals, EMP, Tech Plan, FMP).
- ❑ Refine measures and assess SLOs continuously for all 5 components: APR, SSR, ASR, DIM, PSDM
course ⇔ program/unit ⇔ institutional
- ❑ Focus on improving student learning by aligning institution-wide practices and establishing priorities through planning and resource allocation; address gaps appropriately.

Results – Overall for Reviews

- Curriculum (Academic Programs only)
- Staffing
- Equipment/Technology
- Facilities

Results - Curriculum

- WCC – 27/YC – 137 curriculum changes submitted for Board Approval
 - <30% of reviews reflect changes

- Reviews need to add:
 - why changes were made,
 - who recommended them (i.e., industry, state regulation, advisory group),
 - how it has improved student learning (SLO assessment),
 - how it is tied to planning and resource allocation including prioritization per EMP, Strategic Goals, etc.

Results - Staffing

- **Academic, Administrative, Student Services**
 - Significant requests (>50%) for additional support.
 - Faculty prioritized through committee, but not reflected in reviews; limited rationale (relevant data) provided
 - Support staff/administrators, no priority given, no committee review; limited rationale provided – data was mostly reflective of workforce reduction.

- **Reviews need to:**
 - incorporate data on what the impact was/has been on student learning, and
 - how alignment/prioritization of the recommendations are linked to planning and resource allocation.

Results – Equipment/Technology

- ❑ Computers and peripherals received the highest requests; ½ of the units wanted to increase the number available, the other ½ reported dated computers that were unusable.
- ❑ Some program areas requested special materials and/or equipment – videos, books, software, maps, microphones, but did not include inventory or the maintenance and replacement cycles of the current supply.
- ❑ Reviews need to address/provide evidence of the impact on student learning and how the recommendations are prioritized and aligned with planning and resource allocation (e.g., EMP, Tech Plan).

Results - Facilities

- ❑ Programs/units with complete Measure J projects were very positive of the new learning environment.
- ❑ Programs/units with no changes in buildings, classrooms, offices, still noted the limitations to conducting their work and serving students.
- ❑ Reviews need to provide more relevant data to evidence the impact on student learning and how priority of classrooms and learning spaces are aligned with planning and budget allocation (i.e., EMP, Facilities Master Plan).

Next Steps – Feedback Loop

- The 3rd annual IE Model report will be posted on the portal and shared widely for dialogue on student learning and the implementation of recommendations and established priorities.

- Continue dialogue on improving student learning outcomes assessment and the alignment of planning (i.e., EMP, Tech Plan, FMP, Strategic Goals) and resource allocation to increase student learning.

- Refine processes to further strengthen:
 - Transparency – institutional quality and recognition
 - Student Achievement – report student achievement data
 - Benchmarking and Goal-Setting – evaluate and integrate student success rates in planning processes and institutional actions.
 - The Quality of The Degree or Certificate – quality of graduates

The Future of Accreditation

- ❑ **Transparency** – Public Disclosure Notice...that explains the reasons an institution has been placed on the sanction, show cause or termination. (July 2010)
- ❑ **Student Achievement** – Institutions will need to report certain longitudinal data on student achievement in self-evaluation reports. (Fall 2012)
- ❑ **Benchmarking and Goal-Setting** – Institutions will need to set benchmarks for the purposes of analyzing their own data on student outcomes and to address goals for improvement in planning processes and institutional actions. (2012)
- ❑ **Quality of Degree or Certificate** – Institutions will need to demonstrate student learning of institutional and programmatic level learning goals. (2012)