Aligning Data-Informed Decision Making – The Role of Institutional Research to Institutional, Academic, and Support Services

TAIR Conference 2016

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Session Overview

- About Richland College
- Institutional Alignment
- Measurement System and Reports
- Summary Reflection and Q & A

Richland College
Our Students

Student Population (Fall 2015):

- **Credit Students:** 19,360
- **Continuing Education:** 5,000

Diversity of Credit Student Body:

- **Gender:** Female 55%; Male 45%
- **Ethnicity/ Race:** Anglo 28%; African-American 20%; Hispanic 31%; Asian/Pacific Islander 15%; Other & Undeclared 7%
- **Countries of Origin:** 130
- **Languages Spoken:** 79

Aligning Measurement System to Vision and Mission

Vision: Richland College will be **the best place we can be** to learn, teach, and build sustainable local and world community.

Mission: The mission of Richland College is teaching, learning, community building.

Institutional Strategic Planning Priority Goals

Goal 1: Engage with the Community to Identify and Meet Educational Needs

Goal 2: Empower All Students to Succeed

Goal 3: Empower All Employees to Succeed

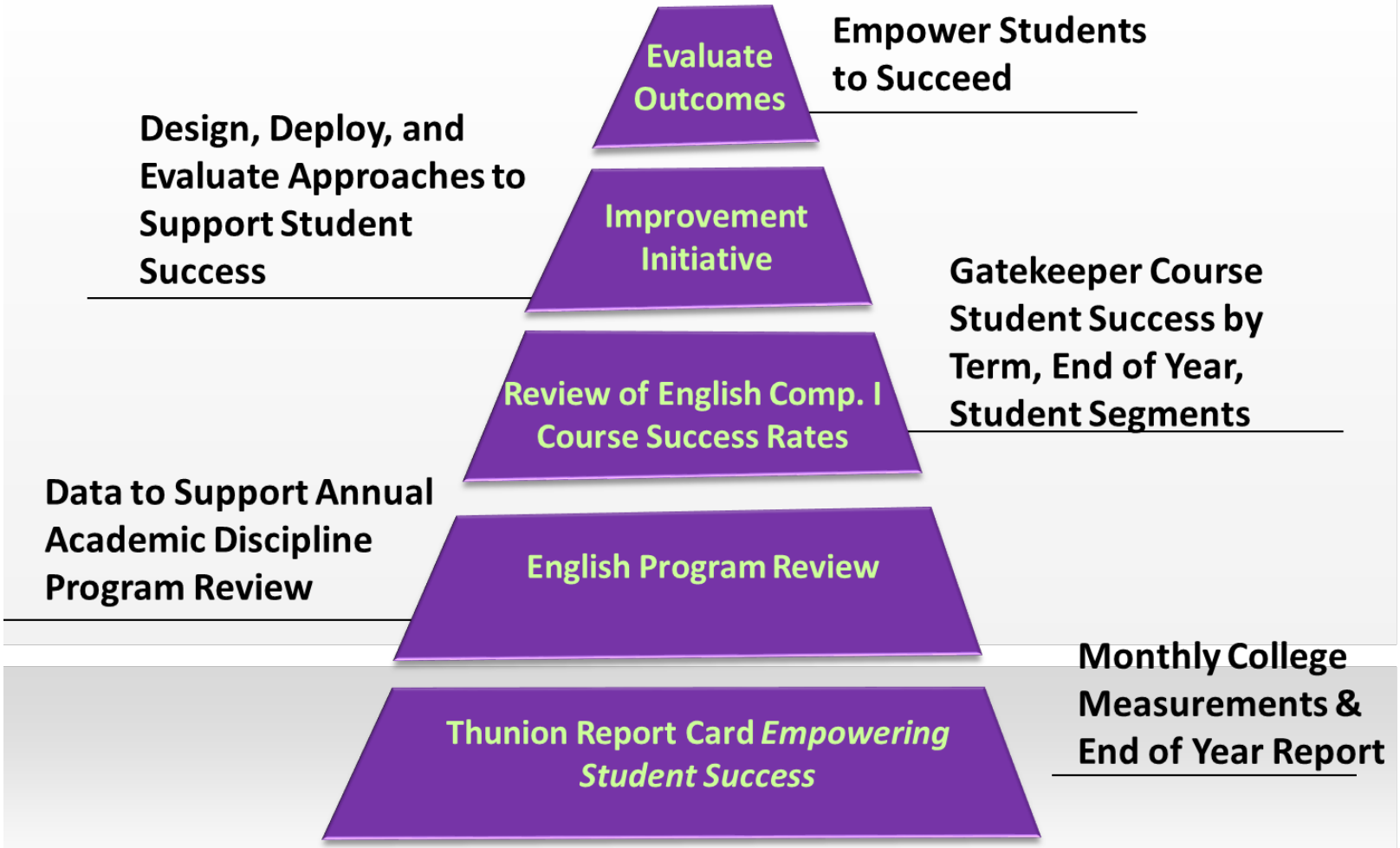
Goal 4: Ensure Institutional Effectiveness

Aligning Measurement System to Strategic Plan

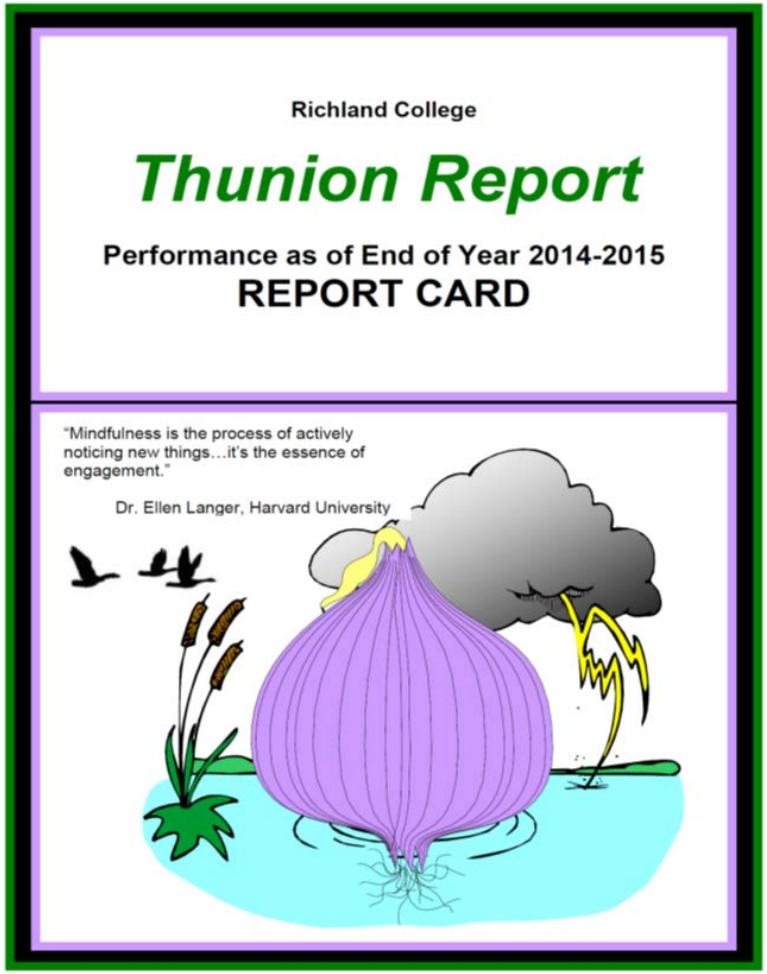
Richland College will focus its organization-level efforts to:

- Advance an exceptional student learning environment and experience
- *Think outside the building* and *Look from the outside in* to implement focused outreach and partnership with key community segments to solve problems
- Improve institutional effectiveness

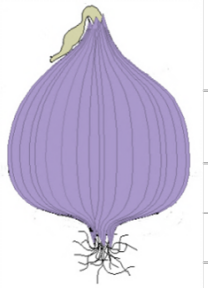
Richland's Data and Analysis Structure



Richland's Monthly Report Card



The *Thunion* – Layer 1



Richland College *Thunion Report*

Key Indicator Performance

End of Year 2014-2015

	Overall Score	
Richland College Monthly Key Performance Index Score	**9.1**	

Strategic Priorities for Student Learning		
Key Performance Indices (Weighting Factors)	**Monthly Score**	
Engage with the Community to Identify and Meet Educational Needs (25%)	**9.1**	
Empower All Students to Succeed (35%)	**8.9**	
Empower All Employees to Succeed (20%)	**9.2**	
Ensure Institutional Effectiveness (20%)	**9.3**	

The *Thunion* – Layer 2

Components of Key Performance Indices for Strategic Priorities		
1. Engage with the Community to Identify and Meet Educational Needs	Monthly Score	
Four Key Performance Indicators		
1.1 Cultivate relationships for sustainable community building (5%)	10.00	
1.2 Increase market share of key student segments (30%)	8.86	
1.3 Meet business and industry work force training needs (15%)	9.15	
1.4 Respond to community educational needs through comprehensive scheduling options (50%)	9.00	
2. Empower All Students to Succeed	Monthly Score	
Two Key Performance Indicators		
2.1 Improve successful course completion for all student segments (50%)	9.08	
2.2 Improve successful milestone completion for all student segments (50%)	8.81	

The *Thunion* – Layer 2 continued

3. Empower All Employees to Succeed	Monthly Score	
Three Key Performance Indicators		
3.1 Promote excellence in employee performance & development (30%)	9.49	
3.2 Provide employee satisfaction & engagement (35%)	8.70	
3.3 Proactively manage turnover and diversify the workforce (35%)	9.53	

4. Ensure Institutional Effectiveness	Monthly Score	
Three Key Performance Indicators		
4.1 Remain fiscally responsible and sound (35%)	9.29	
4.2 Meet and exceed internal and external standards and requirements (35%)	9.02	
4.3 Operate the college using environmentally sustainable practices (30%)	9.79	

The *Thunion* – Layer 3
Selected Student Success Measures

2. Empower All Students to Succeed (35%)		2014-2015 Target Range		Performance as of August 2015	Score	Adjusted Score	Maximum Score
2.1 Improve successful course completion for all student segments (50%)		**90%**	**100%**				
2.1.1 % C or better in all credit classes	>	70.20	78.00	73.99	9.49	9.49	10
2.1.2 % C or better in core curriculum courses	>	70.20	78.00	73.77	9.46	9.46	10
2.1.3 % C or better in all on-line classes	>	70.20	78.00	70.10	8.99	8.99	10
2.1.4 % C or better Dev. Ed. Classes	>	61.20	68.00	59.09	8.69	8.69	10
2.1.5 % C or better ESOL classes	>	76.50	85.00	75.65	8.90	8.90	10
2.1.6 % C or better in gatekeeper courses	>	70.20	78.00	66.08	8.47	8.47	10
2.1.7 % C or better for dual credit students in credit courses	>	88.20	98.00	88.85	9.07	9.07	10
2.1.8 % C or better in college-level classes after developmental education	>	70.20	78.00	74.17	9.51	9.51	10

Credit Discipline/Program Review Key Performance Indicators

1. Increase annual contact hour generation
2. Improve student success in course completion and retention
3. Remain fiscally responsible and sound
4. Grow Dallas County market share

Credit Discipline/Program Review Data Summary

Discipline	Increase Contact Hours								Empower Student Success						Be Fiscally Responsible		
	AY0910	AY1011	AY1112	AY1213	AY1314	AY1415			2014-15		2013-14		[illegible]		Income/Cost		
							% Change		ABC	Retain	ABC	Retain	Difference		14-15	13-14	% Change
				Year 1	Year 2	Year 3	YR2-YR3	YR1-YR3	Grd1	Grd2	Grd3	Grd4	Grd 1-3	Grd 2-4	See Cost to Income Details		
Discipline 1	691,536	641,376	611,568	582,576	610,416	619,056	1.42	6.26	77.68	91.09	77.09	91.14	0.59	-0.05	$1.61	$1.53	5.4%
Discipline 2	564,752	567,296	551,824	517,520	427,880	532,752	24.51	2.94	75.63	95.82	77.41	95.80	-1.78	0.02	$2.47	$1.85	33.6%
Discipline 3	17,360	31,264	33,280	27,504	26,976	24,768	-8.19	-9.95	81.82	92.34	76.68	90.16	5.14	2.18	$1.50	$1.78	-15.4%
Discipline 4	7,856	5,920	8,096	7,424	6,528	8,096	24.02	9.05	71.54	84.62	71.95	79.27	-0.41	5.35	$0.61	$0.42	46.0%
Discipline 5	8,480	8,912	8,528	7,408	4,928	14,672	197.73	98.06	73.39	90.99	75.76	87.88	-2.37	3.11	$1.15	$1.22	-5.6%
Discipline 6	114,704	127,440	115,600	98,096	90,896	80,896	-11.00	-17.53	70.65	86.74	71.05	86.99	-0.40	-0.25	$1.48	$1.33	11.0%
	Relevant - Meaningful for students and their lifelong success																
	Resilient - Sustainable, Meets or Exceeds Requirements																
	Robust - Continually improving and/or growing																

Credit Discipline/Program Review Report Card

Discipline	Component Scores					Total Score
	#1 100 MAX	#2 100 MAX	#3 100 MAX	#4 100 MAX	#5 50 MAX.	Desired= 315-450
	Contact Hour Growth	ABC Success	Retention Success	Cost to Income	Market Share Status*	
Discipline 1	85	80	70	100	50	385
Discipline 2	85	70	80	100	40	375
Discipline 3	40	100	90	100	45	375
Discipline 4	100	70	80	10	45	305
Discipline 5	100	70	90	100	0	360
Discipline 6	0	70	60	100	30	260
						315- 450
	*see Market Share Score sheet					< 315

Credit Discipline/Program Review Supplemental Data

- Contact hour growth and course success/retention in distance learning and dual credit segments
- Student demographics
- Annual associate degrees and certificates awarded
- Semester course enrollment trends by schedule type
- Trends in gatekeeper course success rates
- Faculty ethnicity distribution
- % contact hours taught by full-time faculty

Credit Discipline/Program Review Data
Student Segment Performance in Gatekeeper Courses

AY 2011-12	Anglo	African-American	Hispanic	Asian	Native American	Non Resident Alien	No Response	Total	TARGET RANGE = 66.20% TO 73.5%
ENGL-1301 Enrollments	1,676	1,110	1,429	768	19	63	190	5,255	
# A,B,C Grades	1,233	737	975	619	13	54	137	3,768	
% A,B,C Grades	73.57%	66.40%	68.23%	80.60%	68.42%	85.71%	72.11%	71.70%	

AY 2012-13	Anglo	African-American	Hispanic	Asian	Native American	Non Resident Alien	No Response	Total	TARGET RANGE = 67.10% TO 74.5%
ENGL-1301 Enrollments	1,455	939	1,432	698	25	76	175	4,800	
# A,B,C Grades	1,105	650	1,006	573	15	67	127	3,543	
% A,B,C Grades	75.95%	69.22%	70.25%	82.09%	60.00%	88.16%	72.57%	73.81%	

AY 2013-14	Anglo	African-American	Hispanic	Asian	Native American	Non Resident Alien	No Response	Total	TARGET RANGE = 67.50% TO 75.0%
ENGL-1301 Enrollments	1,557	1,012	1,674	825	14	28	242	5,352	
# A,B,C Grades	1,188	665	1,114	659	11	22	180	3,839	
% A,B,C Grades	76.30%	65.71%	66.55%	79.88%	78.57%	78.57%	74.38%	71.73%	

AY 2014-15	Anglo	African-American	Hispanic	Asian	Native American	Non Resident Alien	No Response	Total	TARGET RANGE = 70.2% TO 78.0%
ENGL-1301 Enrollments	1,534	1,034	1,719	861	24	17	323	5,512	
# A,B,C Grades	1,176	728	1,157	692	18	14	239	4,024	
% A,B,C Grades	76.66%	70.41%	67.31%	80.37%	75.00%	82.35%	73.99%	73.00%	

Asking Good Questions

After reviewing the data

- What strengths did you identify and how can we build on those?
- What challenges did you identify and how can we leverage our strengths to address these?
- How does our enrollment and student success compare to our competitors and best performers?
- Are our diverse student populations succeeding at the same rate and if not, why not?
- What professional development might empower faculty and staff?
- Do you need additional faculty/staff and how does the data show that?
- What improvement plans do you propose?

Richland College
Dream Success Team

Faculty

- Examine data and discuss student success in each gatekeeper course
- Share student success initiatives across disciplines
- Document improvement plans aligned to Richland's measurement system and strategic plan
- Evaluate student outcomes resulting from improvement plans

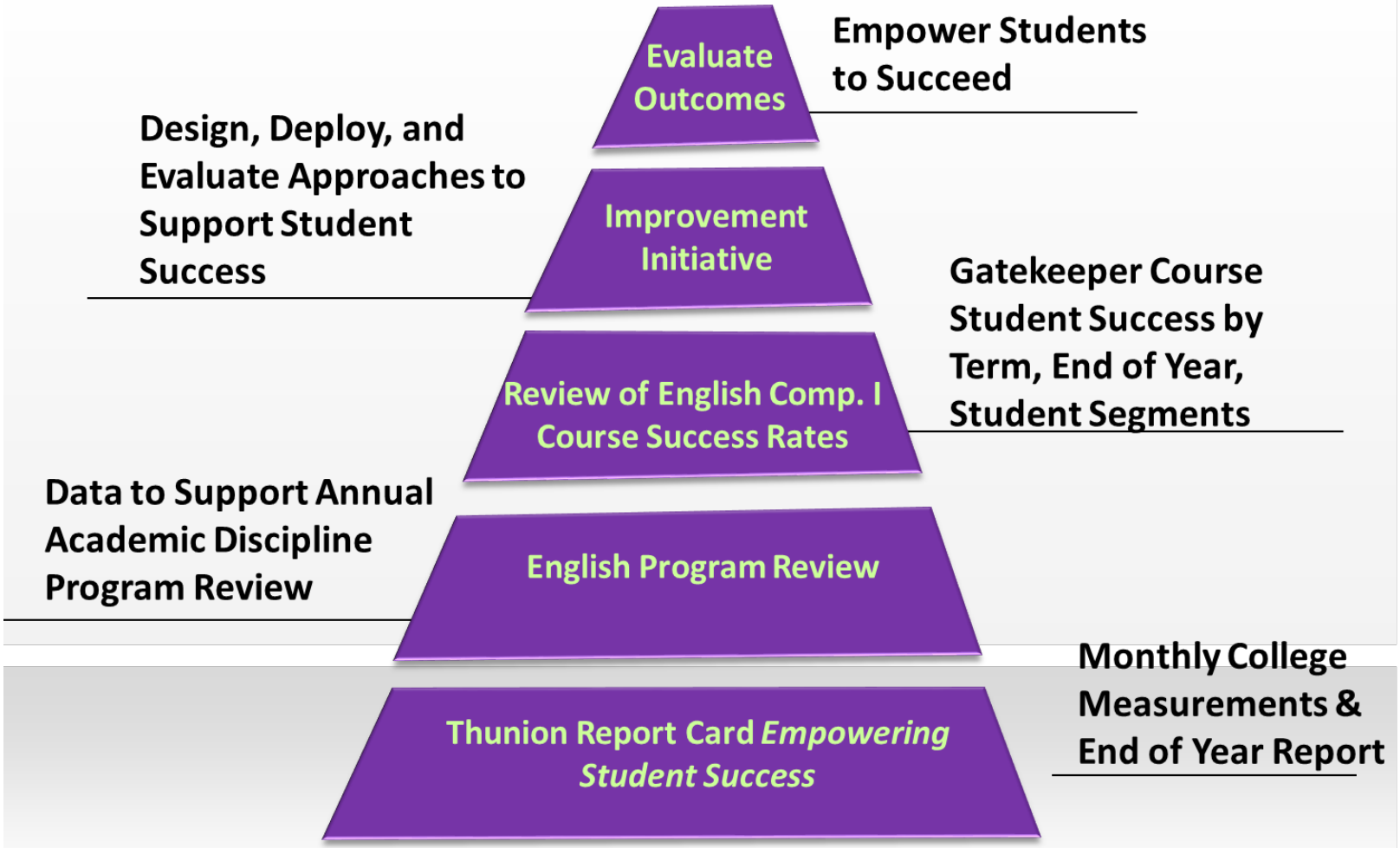
Student Success by Segments in Gatekeeper Courses

ENGL-1301 Total Enrollment-Richland College									
2014-15	Ethnicity								Total
	Anglo	Afr-Amer	Hispanic	Asian	Amer-Ind	Int'l	Unkn	Pac Isl	
Enrollment	1,536	1,034	1,719	857	24	17	321	4	5,512
ABC Grades	1,178	728	1,157	690	18	14	237	2	4,024
% ABC Grades	76.7%	70.4%	67.3%	80.5%	75.0%	82.4%	73.8%	50.0%	73.0%

ENGL-1301 Total Enrollment-Distance-Richland College									
2014-15	Ethnicity								Total
	Anglo	Afr-Amer	Hispanic	Asian	Amer-Ind	Int'l	Unkn	Pac Isl	
Enrollment	386	269	313	163	7	5	74	1	1,218
ABC Grades	277	156	203	118	4	5	56	1	820
% ABC Grades	71.8%	58.0%	64.9%	72.4%	57.1%	100.0%	75.7%	100.0%	67.3%

ENGL-1301 Total Enrollment-Male-Richland College									
2014-15	Ethnicity								Total
	Anglo	Afr-Amer	Hispanic	Asian	Amer-Ind	Int'l	Unkn	Pac Isl	
Enrollment	845	446	784	425	14	8	145	2	2,669
ABC Grades	622	308	465	319	12	5	105	1	1,837
% ABC Grades	73.6%	69.1%	59.3%	75.1%	85.7%	62.5%	72.4%	50.0%	68.8%

Richland's Data and Analysis Structure



Thank you

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