



Planning and Preparing (data) for a Fifth Year Report

Muktha Jost, PhD

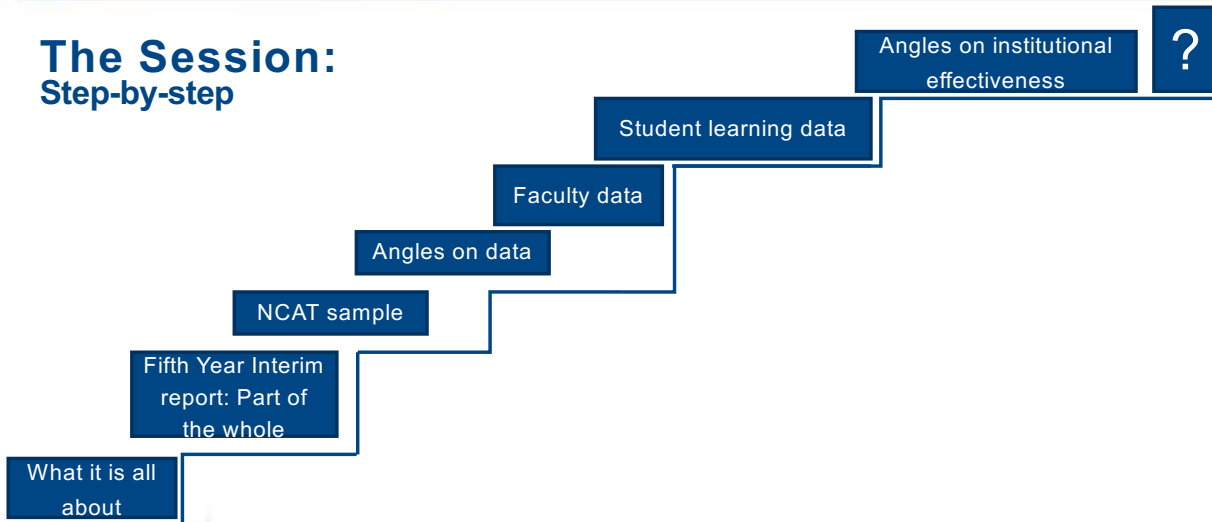
Vice Provost, Strategic Planning and Institutional Effectiveness


July, 2018

SACSCOC Summer Institute




The Session: Step-by-step





**NORTH CAROLINA AGRICULTURAL
AND TECHNICAL STATE UNIVERSITY**

From Ivory Tower to Fish Bowl!



BEFORE


THE HIGH PRICE OF HIGHER EDUCATION

H&R Block Infographic

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AVERAGE COST OF A YEAR OF SCHOOL (ON CAMPUS)	COMMUNITY COLLEGE	STATE UNIVERSITY	OUT OF STATE	PRIVATE COLLEGE
Tuition & Fees	\$2,963	\$8,244	\$20,770	\$28,500
Room & Board	\$2,408	\$1,887	\$8,887	\$11,000
Books & Supplies	\$1,182	\$1,168	\$1,168	\$1,215
Transportation	\$1,606	\$1,082	\$1,082	\$100
Other	\$2,327	\$2,066	\$2,066	\$1,496
TOTAL (PER YEAR)	\$15,286	\$21,447	\$33,973	\$42,224
4 YEAR TOTAL	—	\$85,788	\$135,892	\$168,896

AFTER





Fifth Year Interim Report: Part of the Whole

 **NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY**

Accreditation Milestones

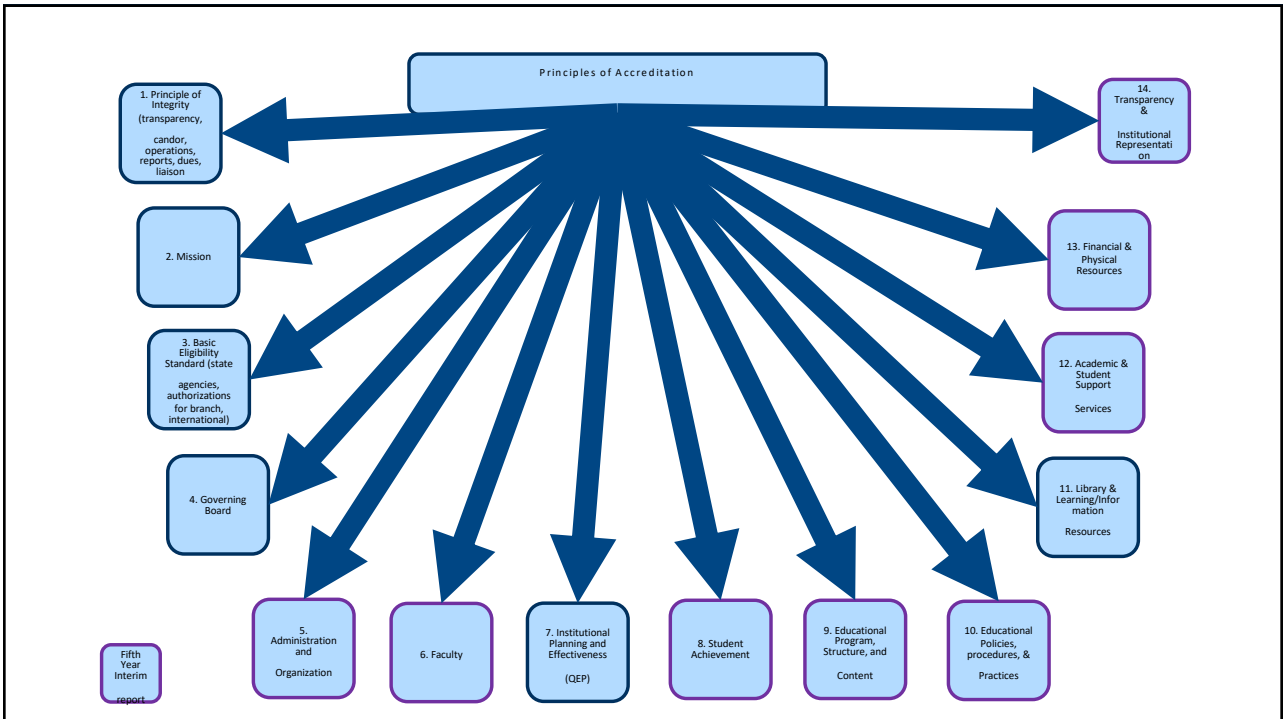


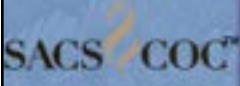


Fifth Year Interim Report Documents
Sascoc.org/FifthYear.asp



The Fifth-Year Interim Report is divided into five parts:

- Part I. Signatures Attesting to Integrity (applicable to all institutions)
- Part II. Institutional Summary Form Prepared for Commission Reviews (applicable to all institutions)
- Part III. Fifth-Year Compliance Certification (applicable to all institutions)
- Part IV. Fifth-Year Follow-Up (applicable to select institutions)
- Part V. Impact Report of the Quality Enhancement Plan (applicable to all institutions)

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	<h2>Southern Association of Colleges and Schools Commission on Colleges</h2>		
<p>Home FAQs Site Map</p> <input type="text"/> <input type="button" value="Search"/>	<h3>Institution Details</h3> <p>Institution Name: North Carolina Agricultural and Technical State University CEO: Dr. Harold L. Martin, Sr. Title: Chancellor Address 1: 1601 East Market Street Address 2: City: Greensboro State: NC Zip: 27411 Country: Institution Phone: (336) 334-7500 Level: VI Status: Accredited Public Sanctions: NONE Candidate: Accredited: 1/1/1936 Reaffirmed: 2010 Next Reaffirmation: 2020 Control: Public Recent Actions Student Achievement Data Program List</p>	 NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY  SACSCOC Fifth-Year Interim Report March 15, 2016 <small>ncat.edu 7</small>	

 NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY	
<h3>What is Institutional Effectiveness?</h3> <p>Institutional Effectiveness is the “systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution”.</p>	<h3>What is Educational intelligence?</h3> <p>Educational Intelligence is “leveraging data at multiple points across the student lifecycle to make intelligent decisions that positively impact student outcomes”</p> <p>--Campuslabs</p> <p><i>-- Important to follow decisions with action and program evaluation</i></p>
 <small>ncat.edu 8</small>	



Mission Statement

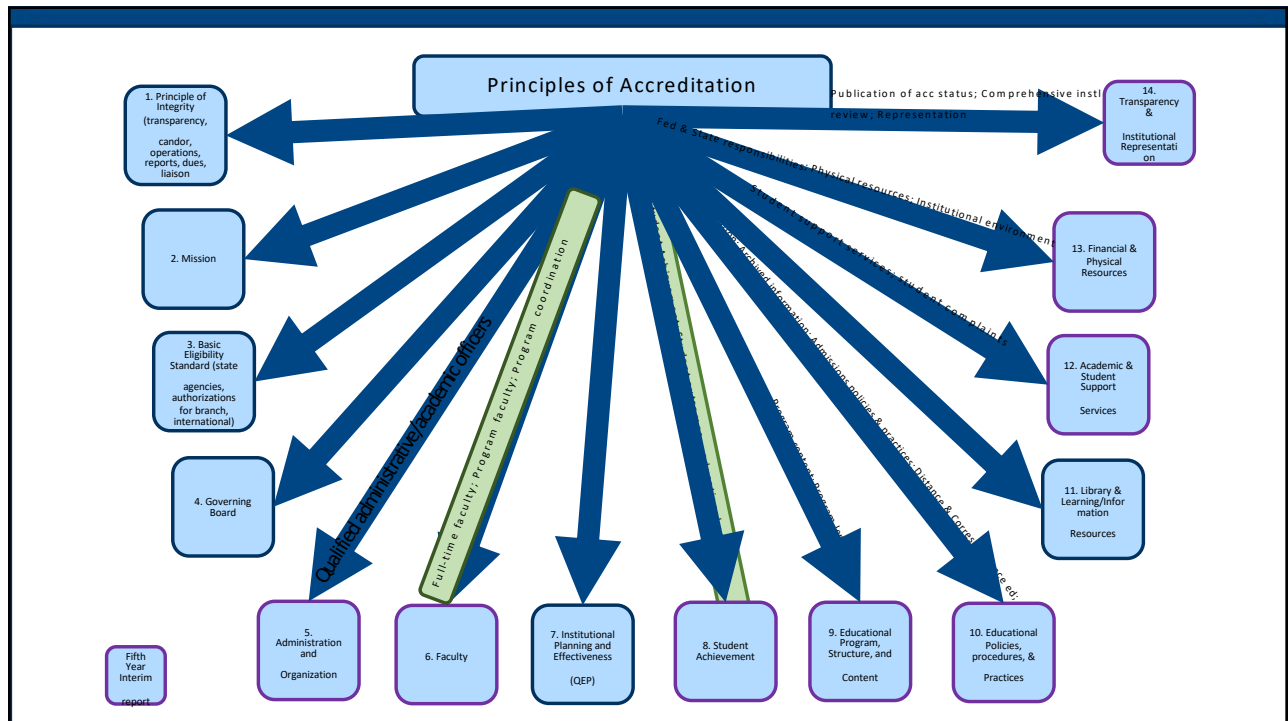
North Carolina Agricultural and Technical State University advances knowledge through scholarly exchange and transforms society with exceptional teaching, learning, discovery and community engagement. An 1890 land-grant doctoral research institution with a distinction in STEM and commitment to excellence in all disciplines, North Carolina A&T creates innovative solutions that address the challenges and economic needs of North Carolina, the nation and the world.

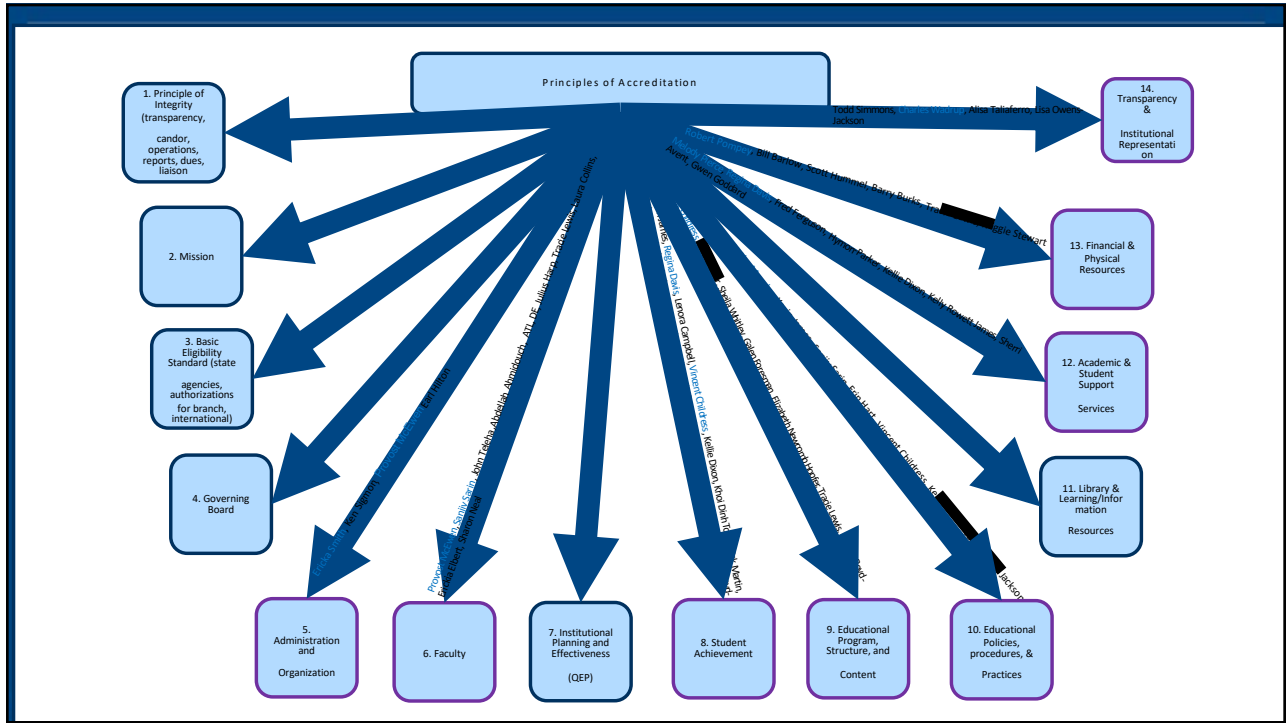
(Approved by Board of Trustees on February 16, 2018, and by Board of Governors on March 23, 2018.)




Core Values

- 1. Responsibility.** We hold ourselves accountable to the highest standards of performance for the success of our University.
- 2. Excellence.** We demonstrate high quality and attention to detail in all our endeavors.
- 3. Integrity.** We uphold high moral character and unwavering ethical behavior.
- 4. Inclusiveness.** We commit to diversity and demonstrate inclusiveness as we work together for the advancement of the University and the world.
- 5. Learning.** We cultivate a culture of intellectual inquiry, personal growth and achievement.








Angles on Data

 NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

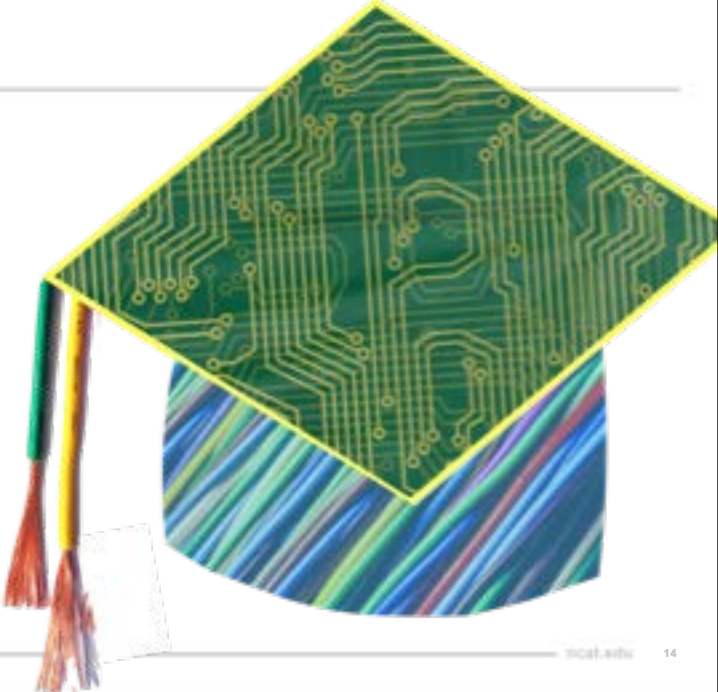
Big Data -- Small Data Approach Yields More Value




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- SAT/ACT scores | GPA
| credit hours completed | credit hours repeated
- These are not just numbers; and a student is not just a number!

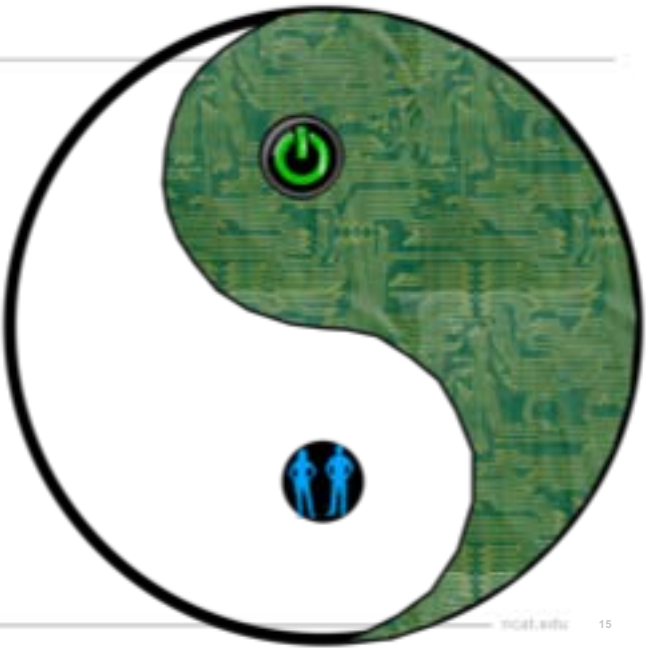


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- Because a student is NOT just a number...
- Humanize your institutional data
- Observe
- Be present
- Spend time with humans in the institution in their own environment

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Continuous improvement is like growing up!



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Tips...

- Be curious about the institution
- Make external stressors felt inside the campus
- Learn what you need and do not know
- Reach out; make friends; ask
- Find some \$\$ to get the job done
- Be organized, set deadlines
- Be prepared for indifference
- Find ways to make it interesting for yourself
- Earn leadership support

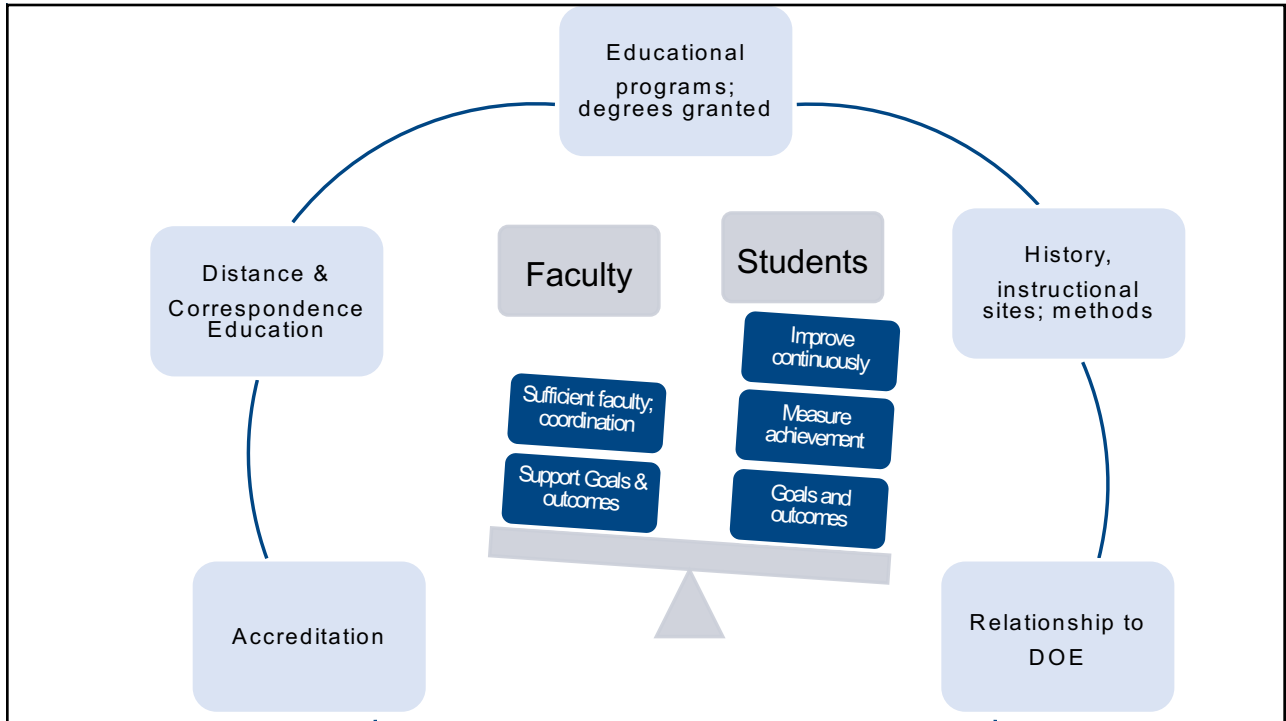
Newton's First Law
an object will remain at rest or move at a constant speed in a straight line unless it is acted on by an unbalanced force

Inertia
comes from mass

objects with more mass have more inertia




Institutional Summary Form



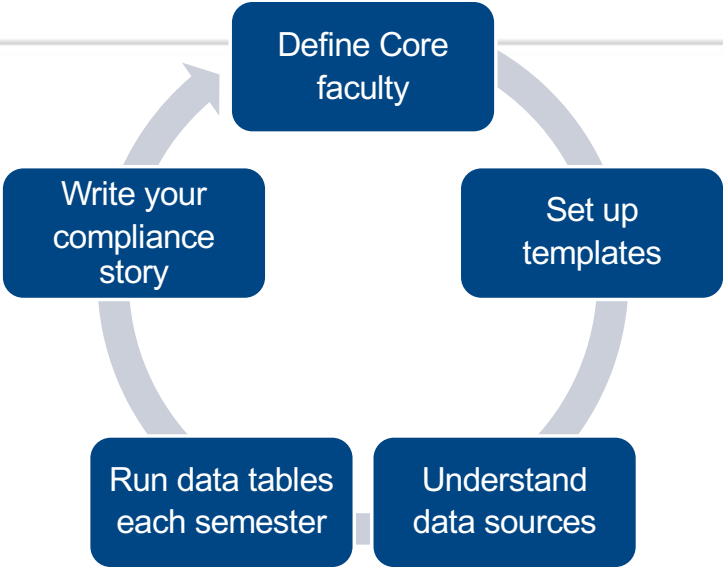


Faculty data

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Faculty Data


- Make your case for compliance with evidence
- Data first; story next
- Relevant policies
- (Faculty data tables discussion – 2 handouts)



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graph TD; A[Define Core faculty] --> B[Set up templates]; B --> C[Understand data sources]; C --> D[Run data tables each semester]; D --> E[Write your compliance story]; E --> A;
```

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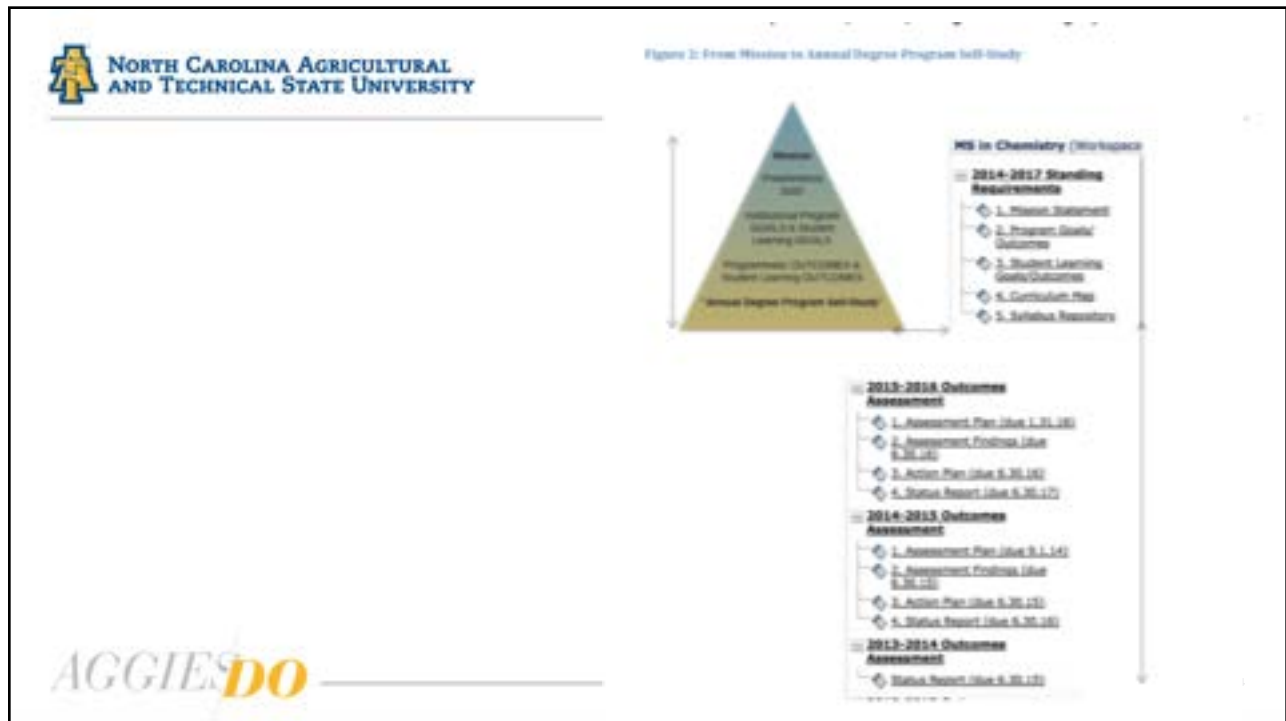


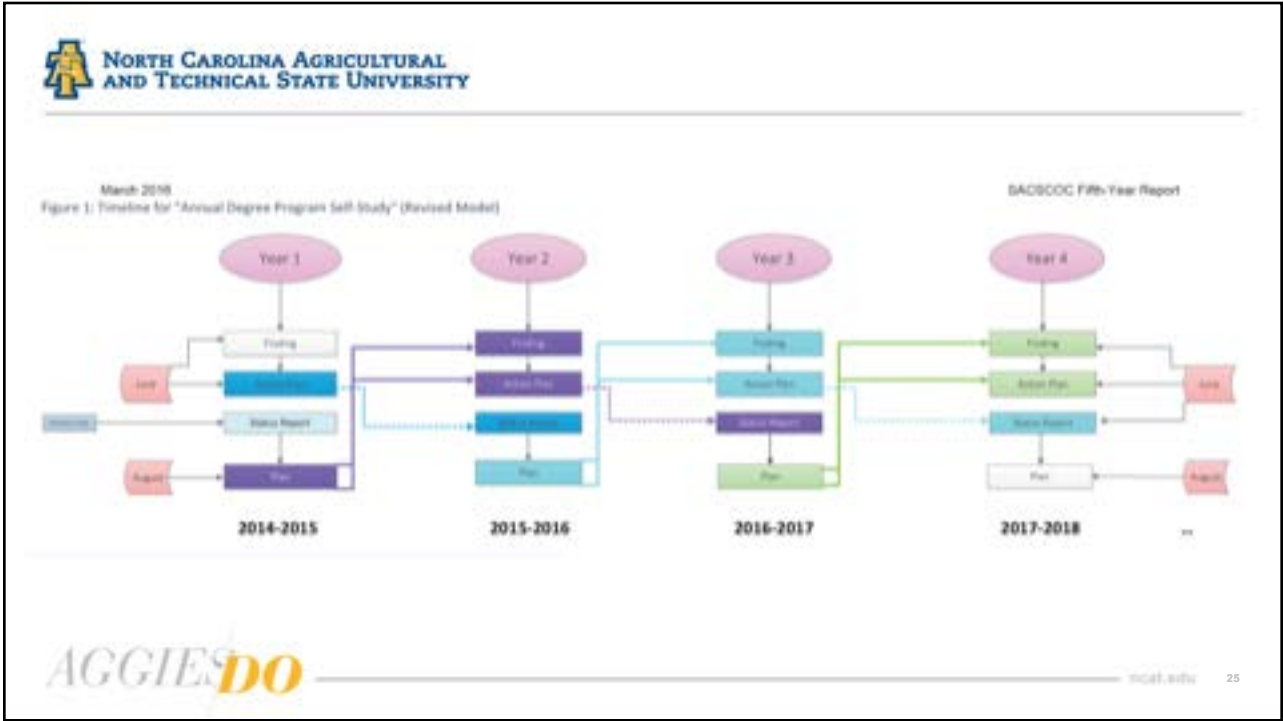
Student learning outcomes data by degree program

March 2018 SACSCOC Fifth-Year Report

↓ ↓ **TABLE 1: CONTINUOUS IMPROVEMENT MATRIX** ↓ ↓

College/School	Program	Degree	2013-2014												2014-2015	2015-2016		
			Report		Communication			Critical Thinking			Disciplinary Knowledge			Research				
			2013-2014	2014-2015	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014			2014-2015	2015-2016
SAE1	AGRICULTURAL EDUCATION	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE2	AGRICULTURAL EDUCATION	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE3	AGRICULTURAL AND ENVIRONMENTAL SYSTEMS	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE4	LABORATORY ANIMAL SCIENCE	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE5	ANIMAL SCIENCE	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE6	FAMILY AND CONSUMER SCIENCE	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE7	FOOD AND NUTRITIONAL SCIENCES	MS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE8	FOOD AND NUTRITIONAL SCIENCES	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE9	FOOD AND NUTRITIONAL SCIENCES	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE10	CHILD DEVELOPMENT AND FAMILY STUDIES	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SAE11	ADVANCED CERTIFICATE IN FAMILY & CONSUMER SCIENCE	CERT														✓		
SAE12	LANDSCAPE ARCHITECTURE	BS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		





Institutional Assessment: **KEEP the MOMENTUM**

www.administration.edu
 to download your program Excel template
 by both administrators and students

1 There are four institutional goals:

- Communication
- Critical Thinking
- Disciplinary Expertise
- Research/Creative Engagement

Program faculty should write one measurable student learning outcome (SLO) for each goal. If a program has multiple concentrations, the disciplinary expertise goal should have an outcome related to each concentration.

"Outcomes" - Column D in provided Excel spreadsheet.

Communication SLO	Direct Measure	When Course Taught	SLOs / Findings in Narrative Report
Critical Thinking SLO	Direct Measure	When Course Taught	SLOs / Findings in Narrative Report
Disciplinary Expertise SLO	Direct Measure	When Course Taught	SLOs / Findings in Narrative Report
Research/Creative Engagement SLO	Direct Measure	When Course Taught	SLOs / Findings in Narrative Report

5 Now that you have an appropriate measure from a course level course, identify a target that is appropriate to the outcome chosen. The student success goals and targets of the institution and college-level targets should be identified and reflect the precision and quality of the program and the institution. Program faculty must be specific and identify knowledge and skills criteria. For example, targets should not be that they are not too high or too low. For example, a target of 100% does not show a meaningful program, while 100% would be unrealistic (depending on the current benchmark).

"What is your performance target for this outcome?" - Column J in provided Excel spreadsheet.

Target	When Course Taught	SLOs / Findings in Narrative Report
Target	When Course Taught	SLOs / Findings in Narrative Report
Target	When Course Taught	SLOs / Findings in Narrative Report
Target	When Course Taught	SLOs / Findings in Narrative Report

2 Program faculty must select one direct measure about evidence of what students know and can do for each of the four goals. See page 3 and 4 before selecting direct measures.

"Syllabus/Measure Title" - Column F and "Syllabus/Measure Type/Method" - Column G in provided Excel spreadsheet.

3 Before we write direct evidence of student learning, program faculty must choose resources from across each course that experiences such as assignments, projects, etc.

"Where the resources" - Column H and "Syllabus/Measure Level" - Column I in provided Excel spreadsheet.

4 Before we want to know what students can do at the end of their program, program faculty must choose resources from courses at the end of the student's program (senior level courses) and identify those courses from the program transition guide. Appropriate resources include test scores, rubric ratings, observational ratings, laboratory experience ratings, and measures of portfolio studies for an entire course or grades for an assignment that include more than just the dimensions of a student's responses are not acceptable.

6 The goal must specify: (1) when the course is taught (semester) and (2) the faculty contributor(s) for faculty to collect data and findings for the narrative report.

"Implementation Schedule" - Column K in provided Excel spreadsheet.

7 Specify the faculty member's name who is responsible for assessing the outcome. The faculty member responsible for the assessment of an SLO is, in most cases, the faculty member teaching the course. The faculty member must be tenured/tenure-track or full-time, not adjunct.

"Responsible Professor" - Column L in provided Excel spreadsheet.

8 The following must be submitted as supporting attachments:

- 1) the identified course syllabus,
- 2) identified assignment/resources addressing the outcome such as a rubric,
- 3) a file,
- 4) criteria for meeting target, etc.
- 5) In addition, any supplemental information related to the student learning assessment results must be submitted with the data file template. This includes but is not limited to:



NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

- Create a (glowing) culture of institutional effectiveness together that tackles the inertia in institutions

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OFFICE OF STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS

Mission - To raise university effectiveness, including student success, by providing data and analysis for evidence-based decision-making and strategic planning. OIEE supports faculty, staff, and students in the development and evaluation of academic programs and institutional effectiveness.

PLAN, STRATEGIZE FOR IMPLEMENTATION, MEASURE EFFECTIVENESS - accomplish (1) reporting, (2) analysis and conclusions, and (3) data reflections and data reports, we help provide quality evidence. Have completed assessments and reflections, create new evidence-based programs, and utilize evidence and strategic planning.

ANALYZE, REPORT, PROJECT - We share data and analysis with internal and external stakeholders.

We engage stakeholders in data and evidence-based decision-making, facilitate quality development, and track impact of policies.

Institutional Effectiveness is the systematic, repeat, and documented process of measuring performance against evidence in all aspects of an institution.

PLAN, COLLECT AND VERIFY DATA: We collaborate with other institutional units to help identify business-critical areas for assessment and data-related to students, faculty, facilities, administration, programs, etc.





Angles on Institutional Effectiveness



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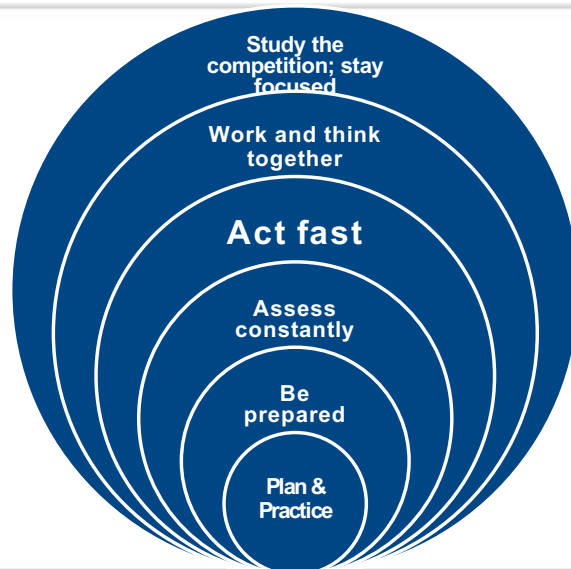
- Balance big and small data
- Develop the quantitative with the qualitative



AGGIES **DO**

- Collaborate: IA and IR; IR and ITS; SS and IE; IE and colleges
- Which data to follow?
- What are the problems on your campus?
- Ethics related to data
- Data through the eyes and hands of users
- Beware proxy measures. University retention may not help graduation rates
- Doing the right thing; doing things right

Agility for
institutional
effectiveness.





Questions/Comments