# STUDENT ACHIEVEMENT

## HOW IR PROFESSIONALS CAN (AND DO) SUPPORT INSTITUTIONAL APPROACHES

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# AIR, NACUBO, EDUCAUSE
## "Analytics Can Save Higher Education. Really."

"Using data to better understand our students and our own operations paves the way to developing new, innovative approaches for improved student recruiting, better student outcomes, greater institutional efficiency and cost-containment, and much more. Data are an institutional strategic asset and should be used as such . . . to target clear, measurable outcomes . . . ."

# Session Overview

I. Data-Intensive Standard – CR 8.1 (Student Achievement)
- Compliance Components
- Where Falls in Top 10 Most Frequently Cited Standards
- What Contributes to Non-Compliance Findings
- New Requirements
  - Key Student Completion Indicator
  - Disaggregation
- What IR Professionals Can Do

II. **Other Data-Intensive Standards**
- Standard 8.2 (Student Outcomes)
- Standard 7.3 (Quality Enhancement Plan)

III. Concluding Remarks

# Compliance Components
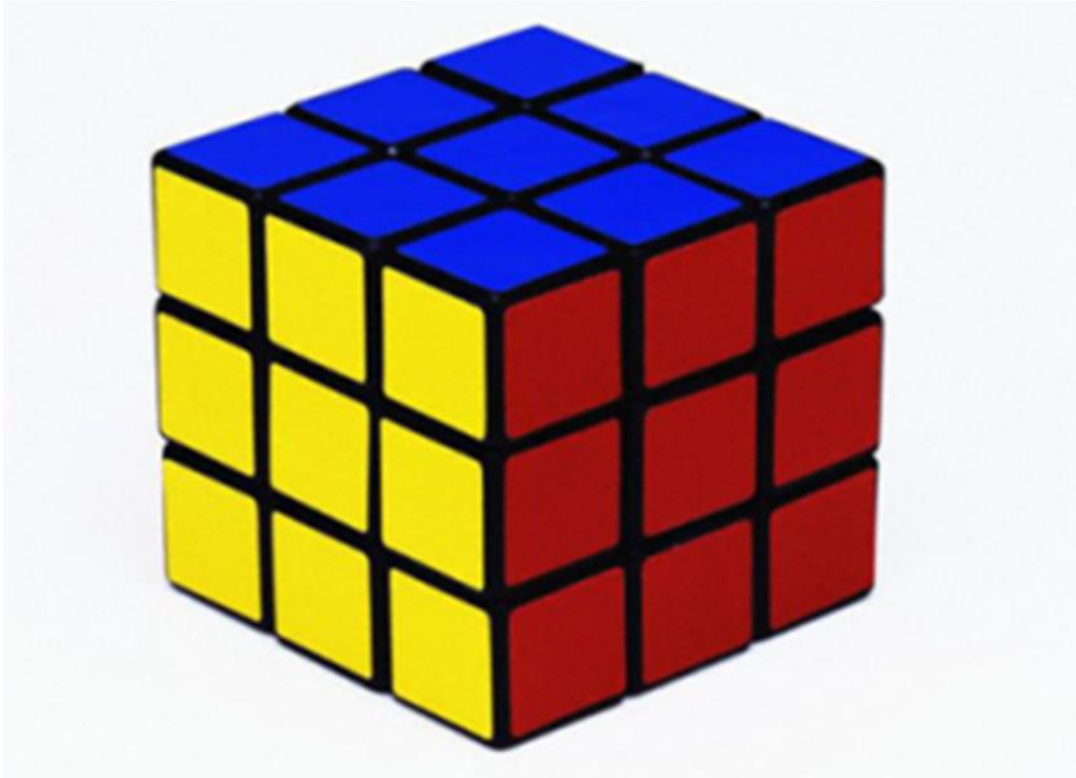
# Core Requirement 8.1: Student Achievement

The institution **identifies**, **evaluates**, and **publishes** GOALS and OUTCOMES for student achievement

*appropriate* to the institution's **mission**, the nature of the **students** it serves, and the kinds of **programs** offered.

The institution uses *multiple* MEASURES to document student success.
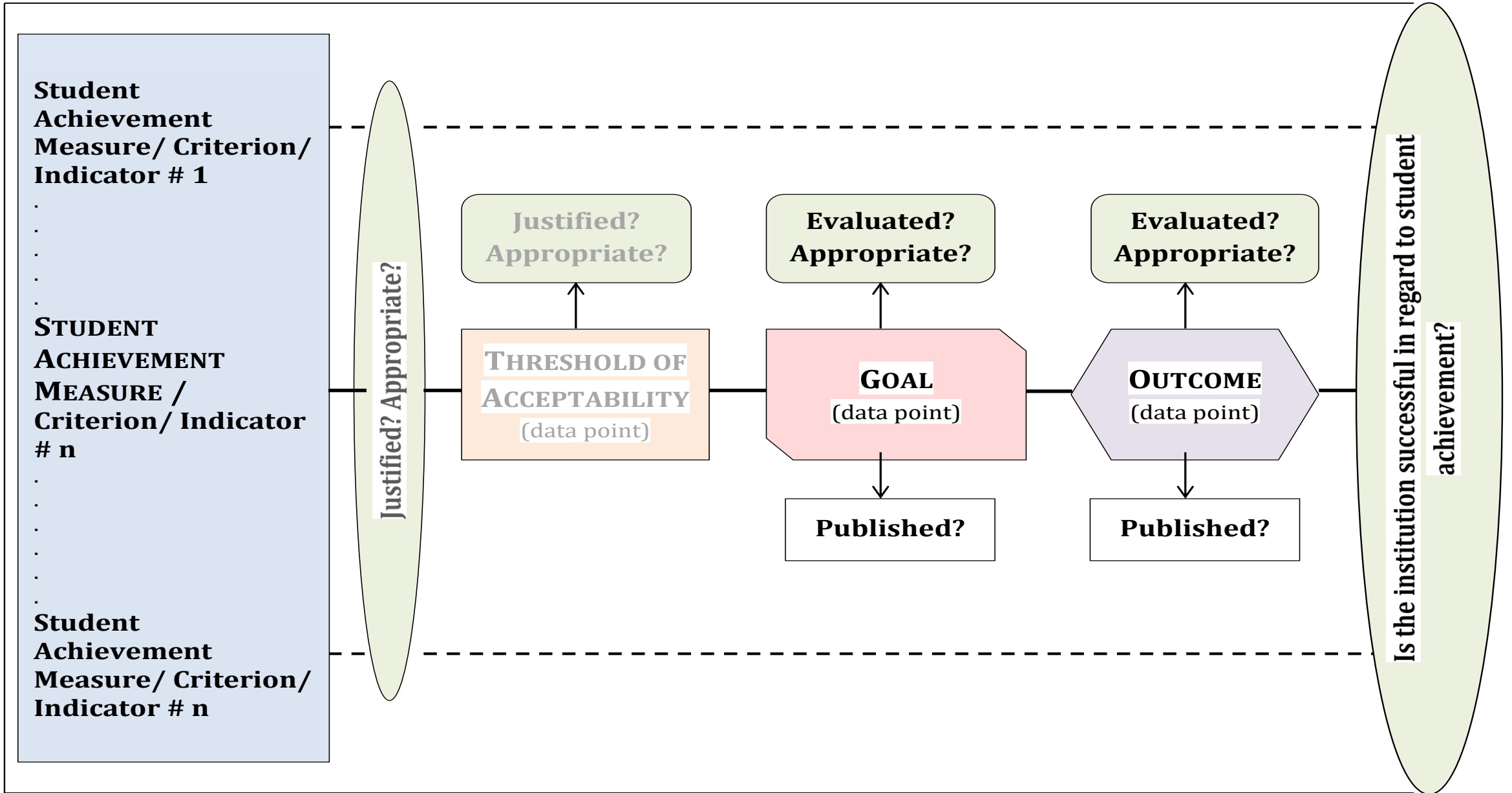
+ *Resource Manual* Note

-thresholds of acceptability

# 8.1: *Resource Manual* **Note** (2018)

[I]t is expected that the institution will demonstrate its success with respect to student achievement and indicate the *CRITERIA* and *THRESHOLDS OF ACCEPTABILITY* used to determine that success...The institution is responsible for JUSTIFYING *both* the *criteria* it utilizes *and* the *thresholds of acceptability* it sets...

...In their reviews, SACSCOC committees will examine and analyze (1) **documentation** demonstrating success with respect to student achievement, (2) the APPROPRIATENESS of *criteria* and *thresholds of acceptability* used to determine student achievement, and (3) whether the data and other information to document student achievement is appropriately **published**. [emphases added]

# STUDENTS

**MISSION**

Student Achievement Measure/ Criterion/ Indicator # 1
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**STUDENT ACHIEVEMENT MEASURE / Criterion/ Indicator # n**
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Student Achievement Measure/ Criterion/ Indicator # n

*Justified? Appropriate?*

**Justified? Appropriate?**

**THRESHOLD OF ACCEPTABILITY** (data point)

**Evaluated? Appropriate?**

**GOAL** (data point)

**Published?**

**Evaluated? Appropriate?**

**OUTCOME** (data point)

**Published?**

Is the institution successful in regard to student achievement?

**PROGRAMS**

## Where CR 8.1 Falls in Top 10 Cited Standards

Off-Site: 45%

On-Site:   3%

Board:      0%

https://sacscoc.org/app/uploads/2020/02/Most_Frequently_Cited_Principles_2019_web.pdf

# Selected Good Practices

- Discuss Current Performance in the Context of *Pre-Established Reference Points* (Thresholds and/or Goals set by the institution)

- Discuss Performance **Dynamics/Change Over Time**

- Discuss Performance Outcomes vis-à-vis **Peers** (identified by the institution)

- Emerging Approach – Predictive Analytics
  - (e.g., Regression Analysis, Data Envelopment Analysis, etc.)

# Measures of Student Achievement (2018)
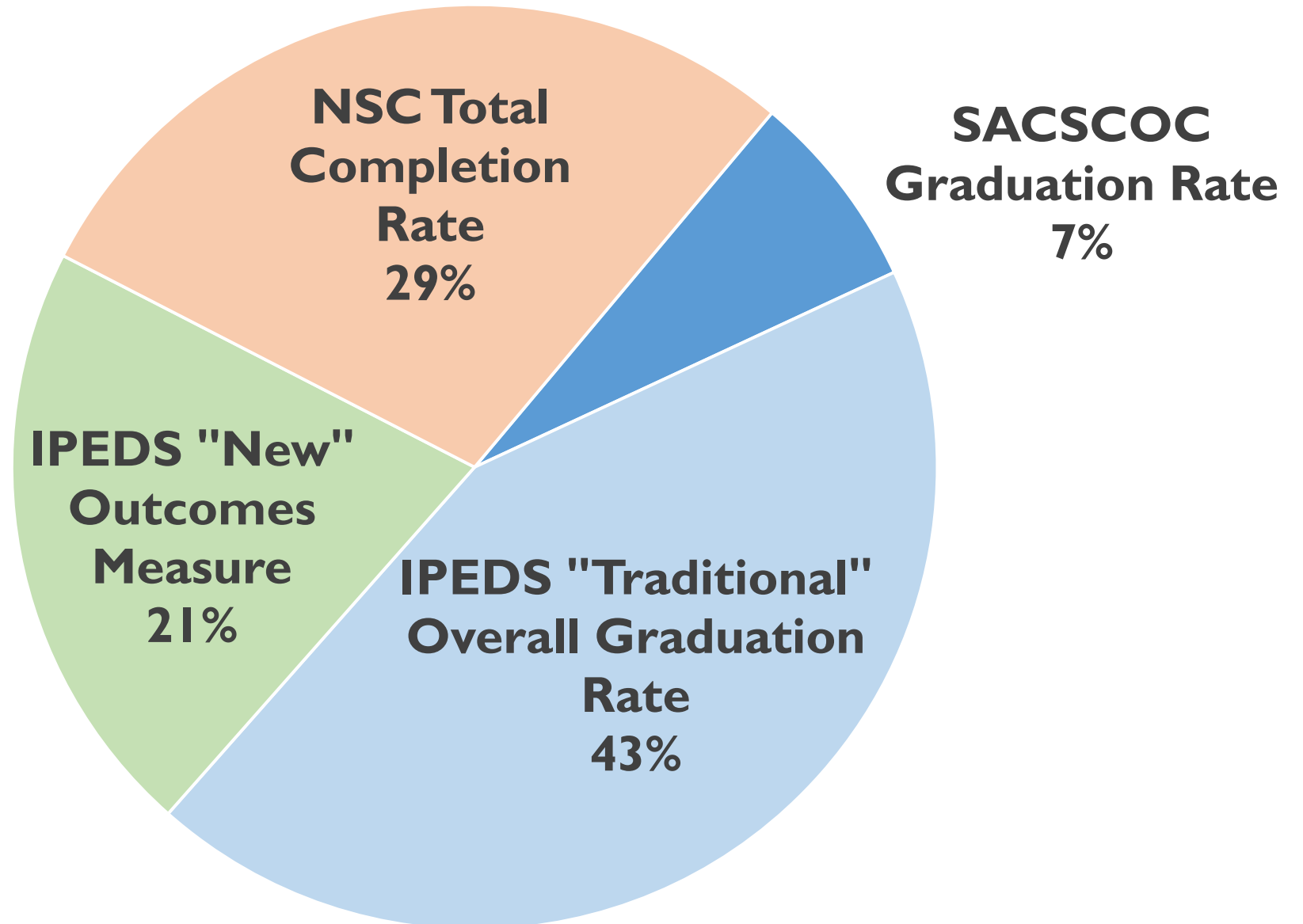
## 5.9

Average/Mean Number of Identified Student Achievement Measures/Criteria

(including **Key Student Completion Indicator**)

- Credential completion rates

- Retention/persistence rate

- Job placement/post-graduation employment/graduate school acceptance rates

- Licensure/certification exam pass rates

- Course completion pass/success rates

# Key Student Completion Indicator

Selected
Key Student Completion Indicator (2018)

SACSCOC Graduation Rate 7%

NSC Total Completion Rate 29%

IPEDS "New" Outcomes Measure 21%

IPEDS "Traditional" Overall Graduation Rate 43%

# Key Student Completion Indicator Requirements

- **Identification**

- **Discuss**
  - **Current performance vis-à-vis**
    - **Baseline**
    - Goal

- Disaggregate
  - Rationale

- Improvement Actions
  - Address at-risk student populations based on disaggregation analysis

## What IR Professionals Can (and probably already) Do

- Identify appropriate student achievement criteria and data needs

- Provide timely data updates, data briefs, etc.

- Participate in discussions regarding the evaluation of the data

- Present data in user-friendly, accessible ways

- Read drafts of narratives and provide feedback

# Other Data-Intensive Standards

- Standard 8.2 (Student outcomes)
  - 8.2.a (educational programs)
  - 8.2.b (general education)
  - 8.2.c (academic and student services

- Standard 7.3 (Quality Enhancement Plan)

# Where 7.3 and 8.2 Fall in Top 10 Cited Standards

|       | Rank | Off-Site | On-Site | Board |
|-------|------|----------|---------|-------|
| 7.3   | 1    |          | 45%     | 5%    |
| 8.2.a | 2    | 61%      | 32%     | 12%   |
| 8.2.b | 3    | 56%      | 30%     | 12%   |
| 8.2.c | 5    | 52%      | 17%     | 5%    |

# What IR Professional Can (and probably) Do

Work with faculty and student affairs professionals to :

- Identify data needs

- Provide support for gathering and analyzing additional data needed (e.g., surveys, etc.)

- Suggest use of data the institution already has available

- Provide feedback on draft narratives

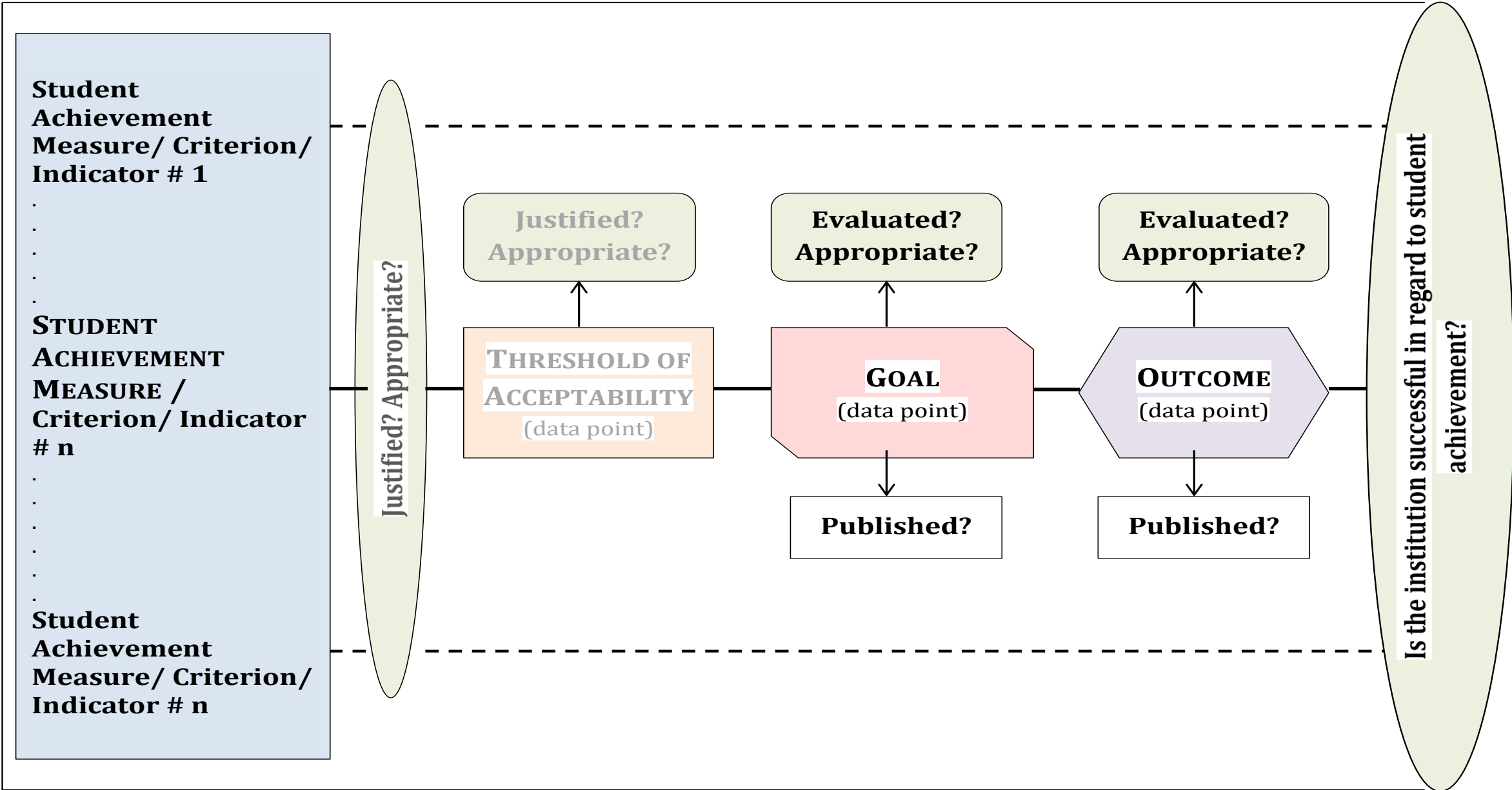# What IR Professional Can (and probably) Do
## For 7.2 (QEP)

- Be involved with faculty and administrators in the front-end of the process
  - Identify a topic that emerges from institutional planning and evaluation efforts
  - Align topic with ongoing planning and evaluation processes
    - Provide information from environmental scans, strategic plan progress reports, other data sources

- Serve as consultants during the development of the QEP
  - Align topic to ongoing planning and evaluation
  - Focus and Scope of Topic
  - Assessment plan
  - Data sources needed to monitor implementation and sustainability of the QEP as well as student achievement of outcomes
  - Presentation of tables and figures

# IV. Concluding Remarks

**STUDENTS**

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Student Achievement Measure/ Criterion/ Indicator # n

**Justified? Appropriate?**

**Justified? Appropriate?**

**Threshold of Acceptability** (data point)

**Evaluated? Appropriate?**

**Goal** (data point)

**Published?**

**Evaluated? Appropriate?**

**Outcome** (data point)

**Published?**

**Is the institution successful in regard to student achievement?**

**PROGRAMS**

# Key Pointers

- Address *multiple* dimensions of student achievement.

- Justify *appropriateness* of selected measures and established thresholds/goals

- **Contextualize, self-evaluate and interpret outcomes**

- **Publish goals (targets) and outcomes (data)**