



From Strategy to Institutionalization

Connections Conference

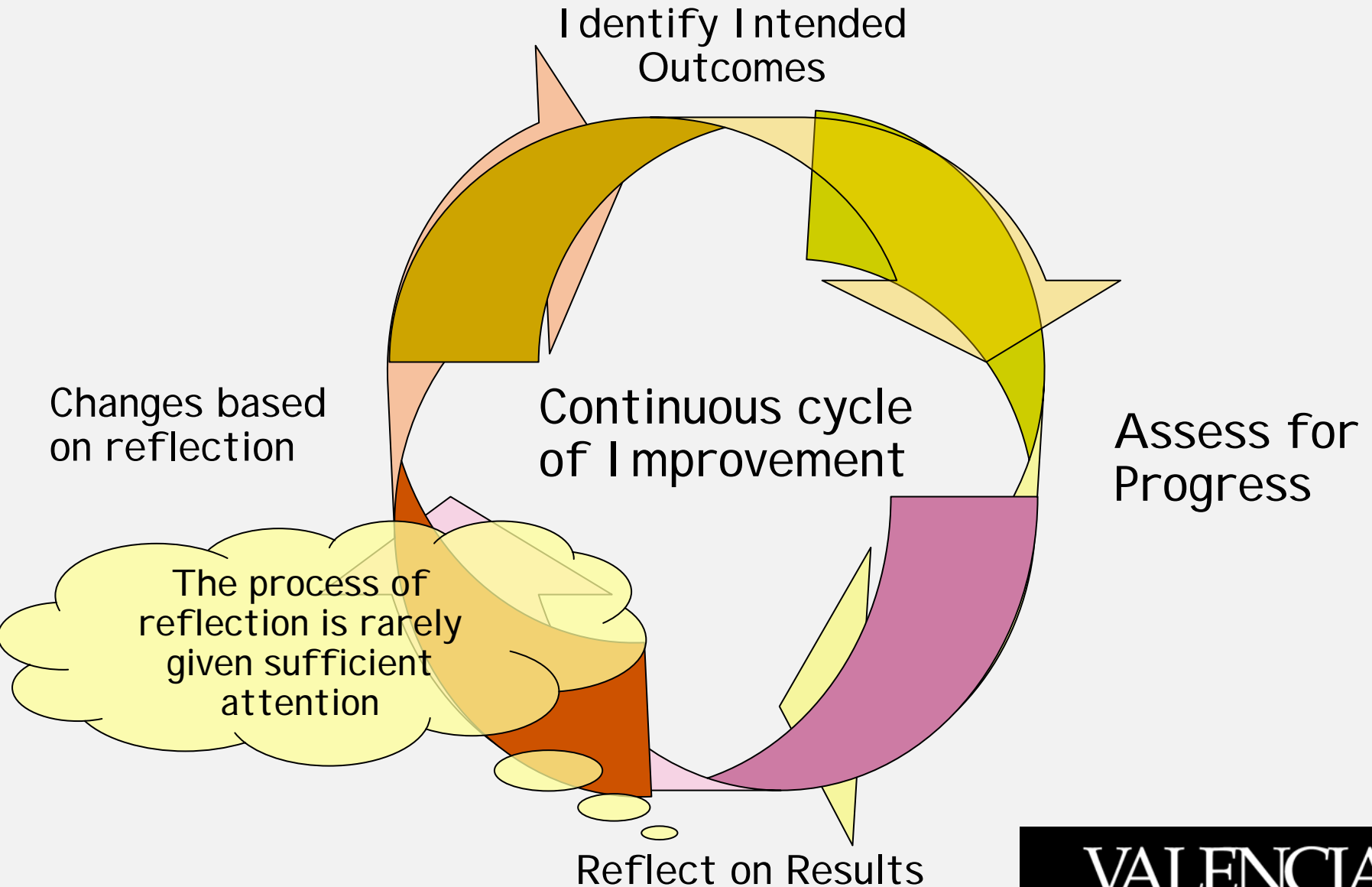
Orlando, FL

May 2009

Valencia Community College now has four major campuses, two academic and administrative centers, and two more major campuses in the planning stages.



Institutional Effectiveness



Innovation Management System

Climate of Innovation

1000's of opportunities tried.
Maintain a Research and Development Component.

Level I

100 are selected for support as Phase I Innovations.

"Angel Capital Stage"

Prototype

Level II

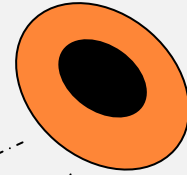
10 supported as Phase II Innovations.

"Venture Capital Stage"
Pilot Implementation (Limited Scale)

Level II Innovations must be scalable and must show potential to bring systemic change and "business-changing results."

Level III

1 or 2 are brought up to scale and Institutionalized.



"Eye for Evidence":
More rigorous at each level.

Valencia's challenge has been moving from Level II to Level III.



Standard of evidence *increases* at each level.

Achieving the Dream

A National Strategy with Local
Strategies

AtD @ Valencia

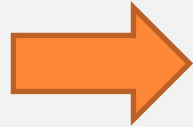
A four-year initiative with three thrusts:

1. Closing the academic performance gaps
2. Strengthening the College's systems of gathering, analyzing, and utilizing data to make decisions
3. Strengthening communications with and involvement of stakeholders from minority and low income communities in support of student success.

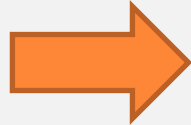
AtD @Valencia

Getting Started

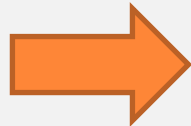
89
Good
Ideas



Ripeness



Effectiveness



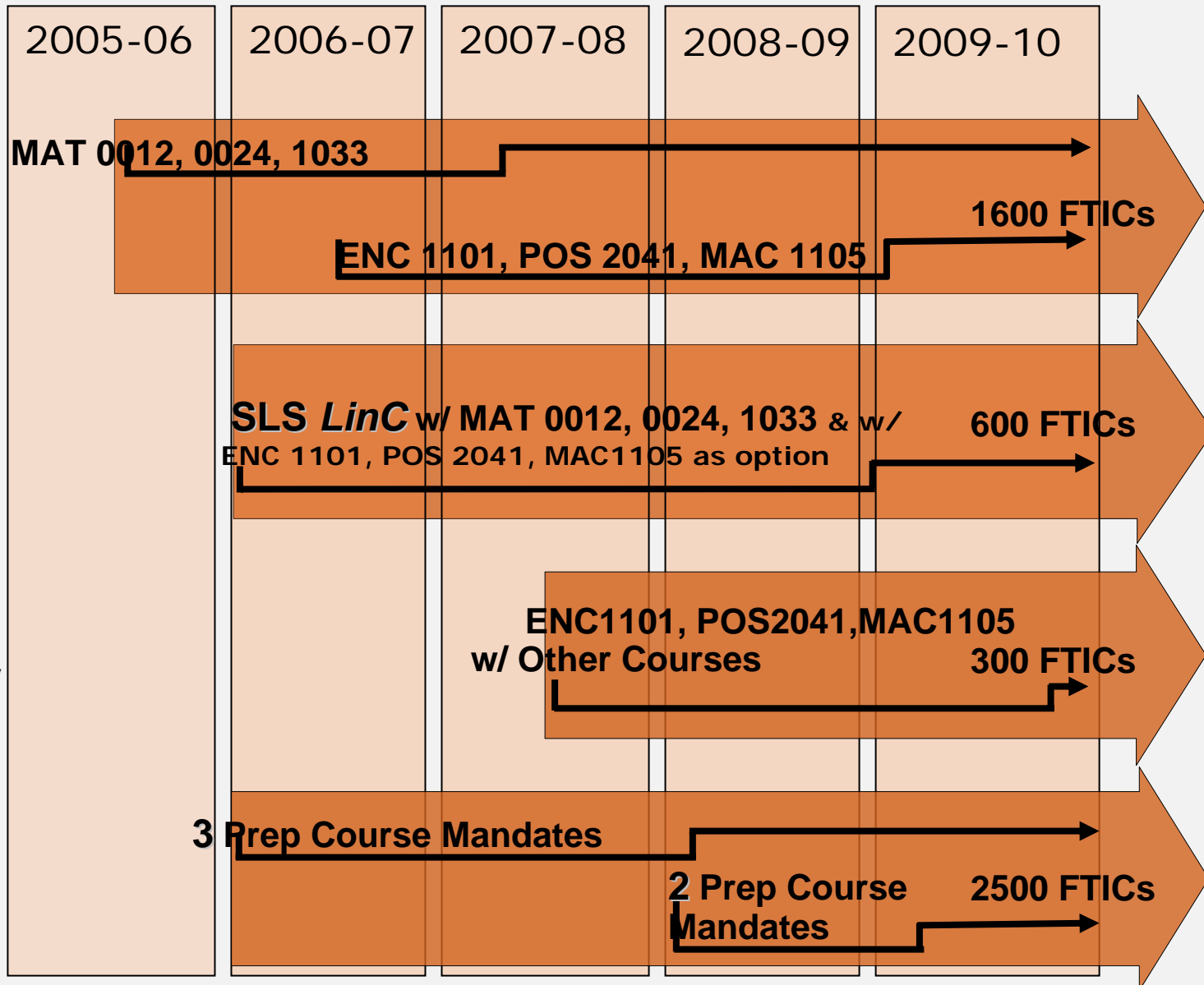
Scalability



3

College
Wide
Strategies
+ Campus
Strategies

Strategy Four Year Implementation Timeline



Phase I

Supplemental Learning

Phase II

Linked SLS Course (*LinC*)

Phase III

Linked Interdisciplinary Courses (*LinC*)

Phase IV

Required SLS Enrollment

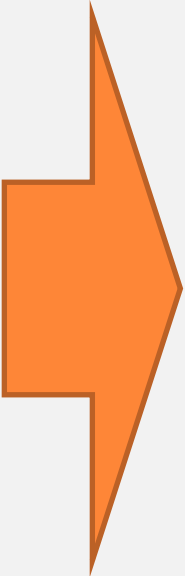
AtD at Valencia

Implementation




AtD @ Valencia

Institutionalization after 4 years



Strategies Continue with constrained growth due to economic realities

Expanded systems of gathering, analyzing, and utilizing data to make decisions



Institutionalizing Data:

- Data Team
- What we collect and how
- Qualitative and Quantitative data
- Focus on Gaps
- Language Shifts

The Data Team

Methodology

Bias

- ***Structured reflection and dialogue allows for data about the results of AtD strategies to be transformed into meaningful information***
 - The “meaning” of assessment data is not generally self-evident

Bias

- ***Meaningful information promotes consensus about lessons learned and a shared vision / plan for the future***
 - No data should be shared as ***information*** until it has been processed in a collaborative and thoughtful way.

Bias

- *A culture of evidence is one that seeks **data supported decisions**.*
 - **Data driven** decision making runs the risk of over looking / underestimating the human factor which is very often concealed by the desire for statistical significance.

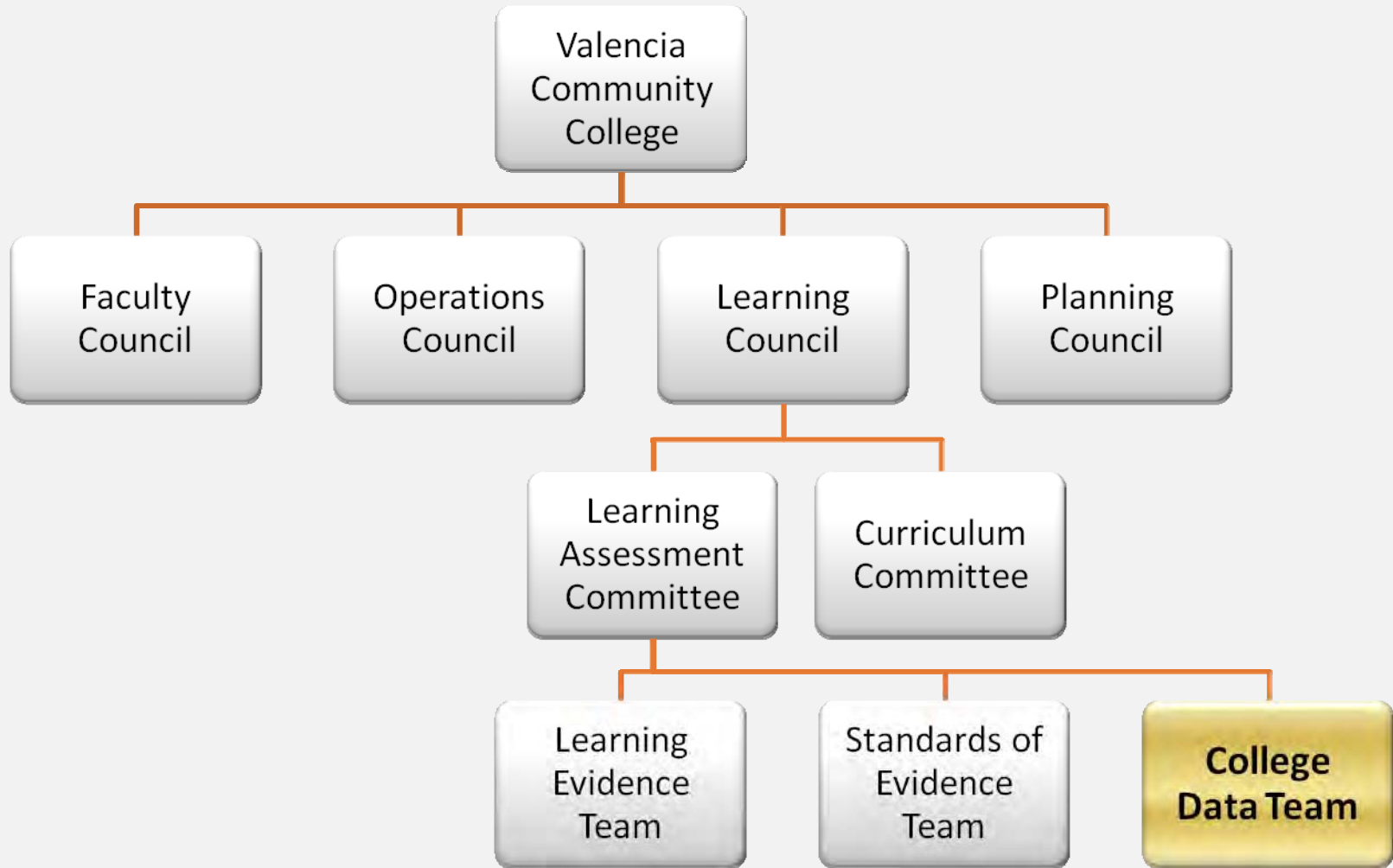
Bias

- ***Meaningful information from assessment data does not emerge from a single data point but from the intersection of multiple and varied (quantitative and qualitative) sources of data***
 - For really significant questions about student success efforts there is no silver bullet

Scholarly Communication

- **The sharing of Information should reflect standards of scholarly communication and evidence**
 - Biases and conclusions about the information should be clearly articulated
 - Open and unanswered questions should be articulated (but should not be allowed to stop the process)
 - Differing perspectives on the meaning of the information should be given equal time
 - The use of programmatic and academic jargon should be kept to a minimum
 - The visual presentation of information should be monitored for consistency

Data Team Migration



Data Team Migration

- From *ad hoc* committee tied to a specific initiative to a standing committee focused on collegewide issues
- **Charge**
 - Building on the lessons learned about data collection and processing from our Achieving the Dream efforts, the College Data Team is charged with the responsibility of **institutionalizing our capacity to make data-supported decisions concerning student learning / success.**

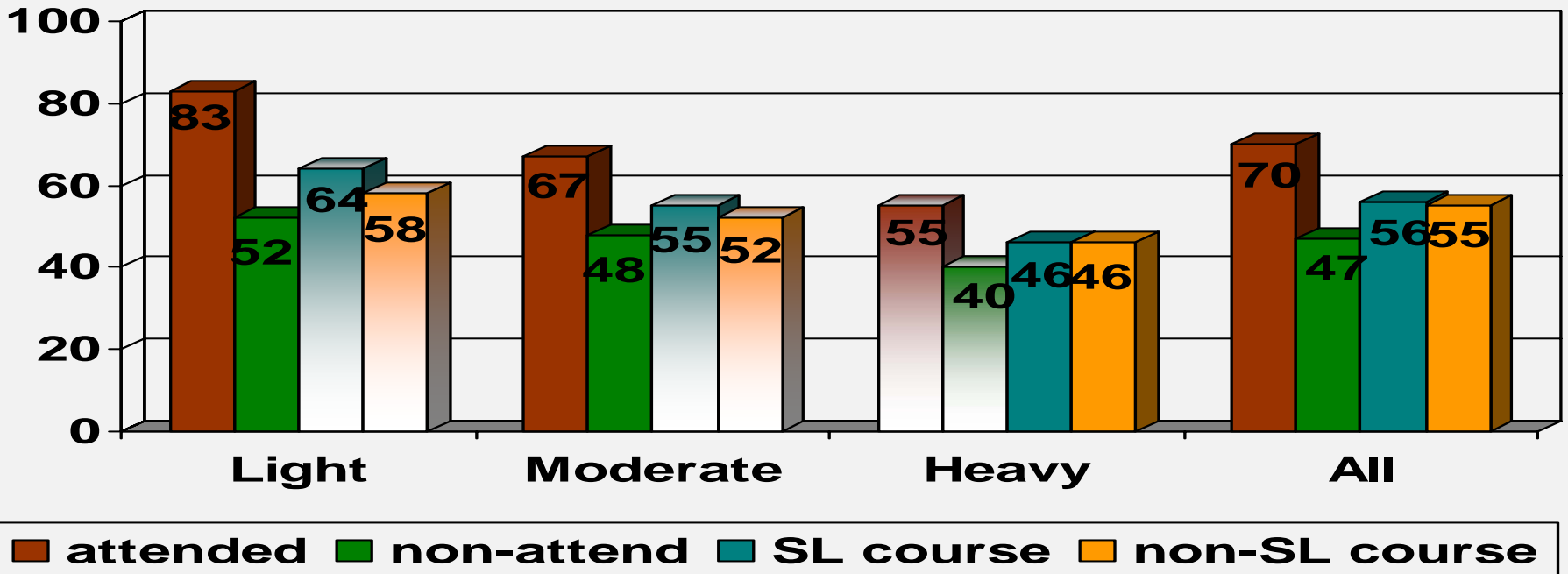
Data

What we are looking at and Why?

Supplemental Learning Findings

Fall, 2006

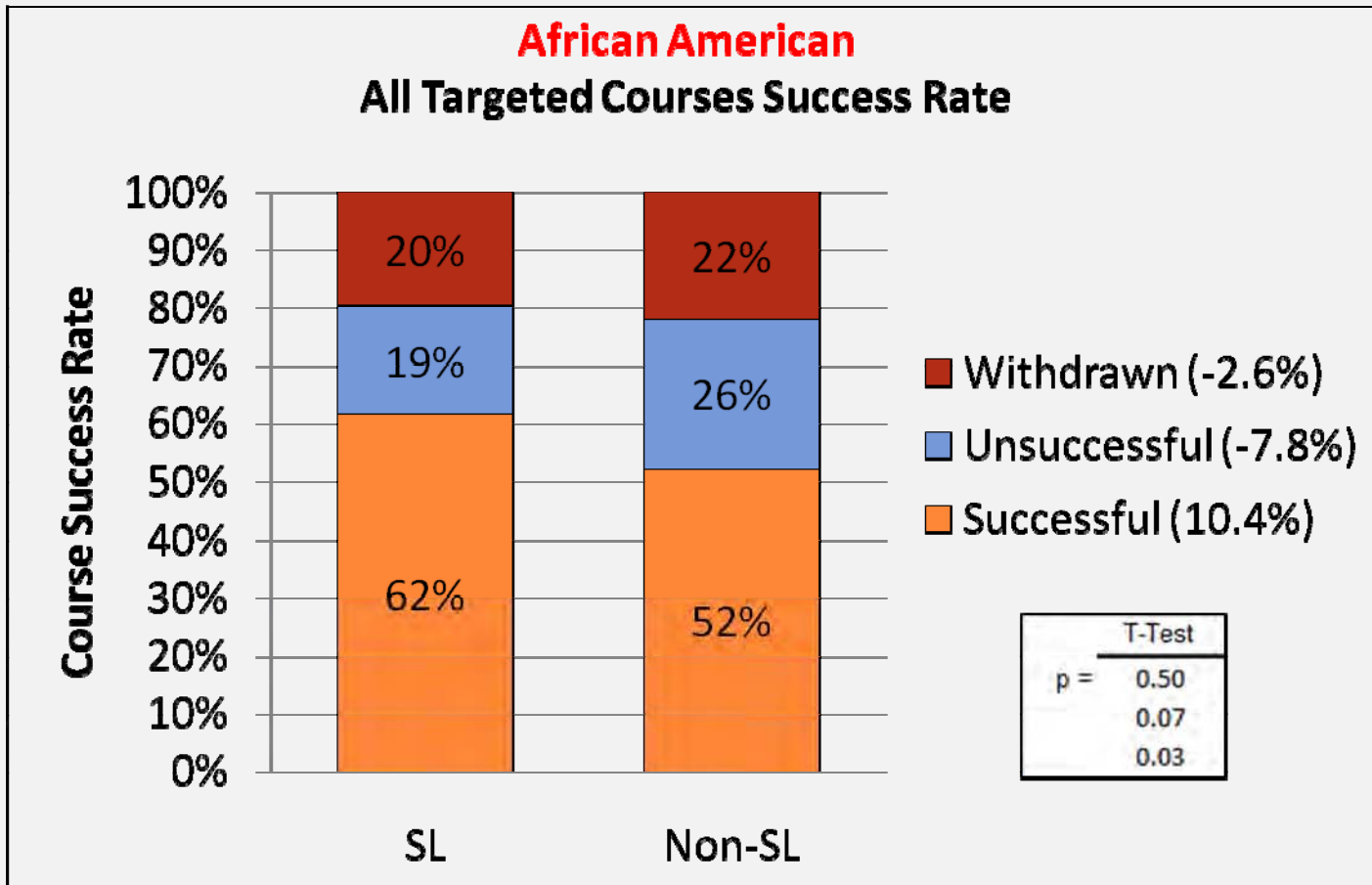
Percentage of All enrolled students with a Grade of C or Better in Developmental Mathematics by Mandate Level



(Includes both FTIC and Non FTIC students)

Note: 41.5% of the sample population opted to attend at least one SL session.
Population in SL Math courses equals 1116 students.

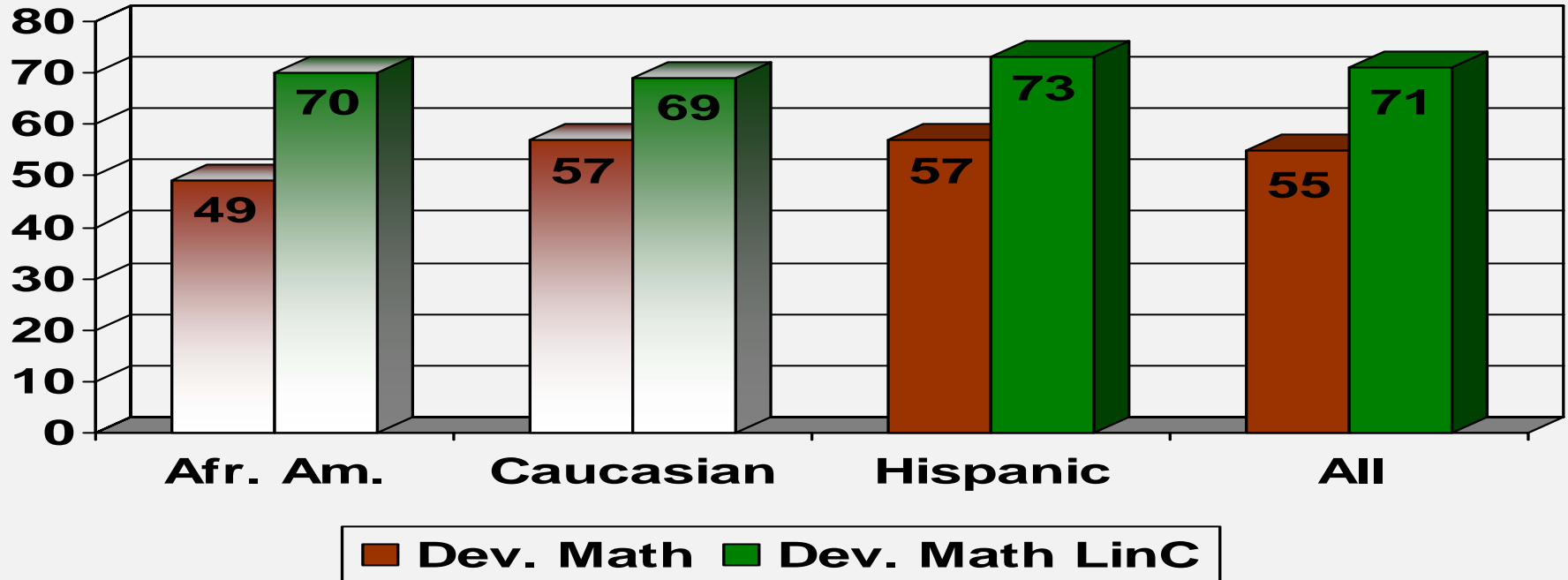
Supplemental Learning Matched Pair Analysis



LinC Findings – Dev. Math

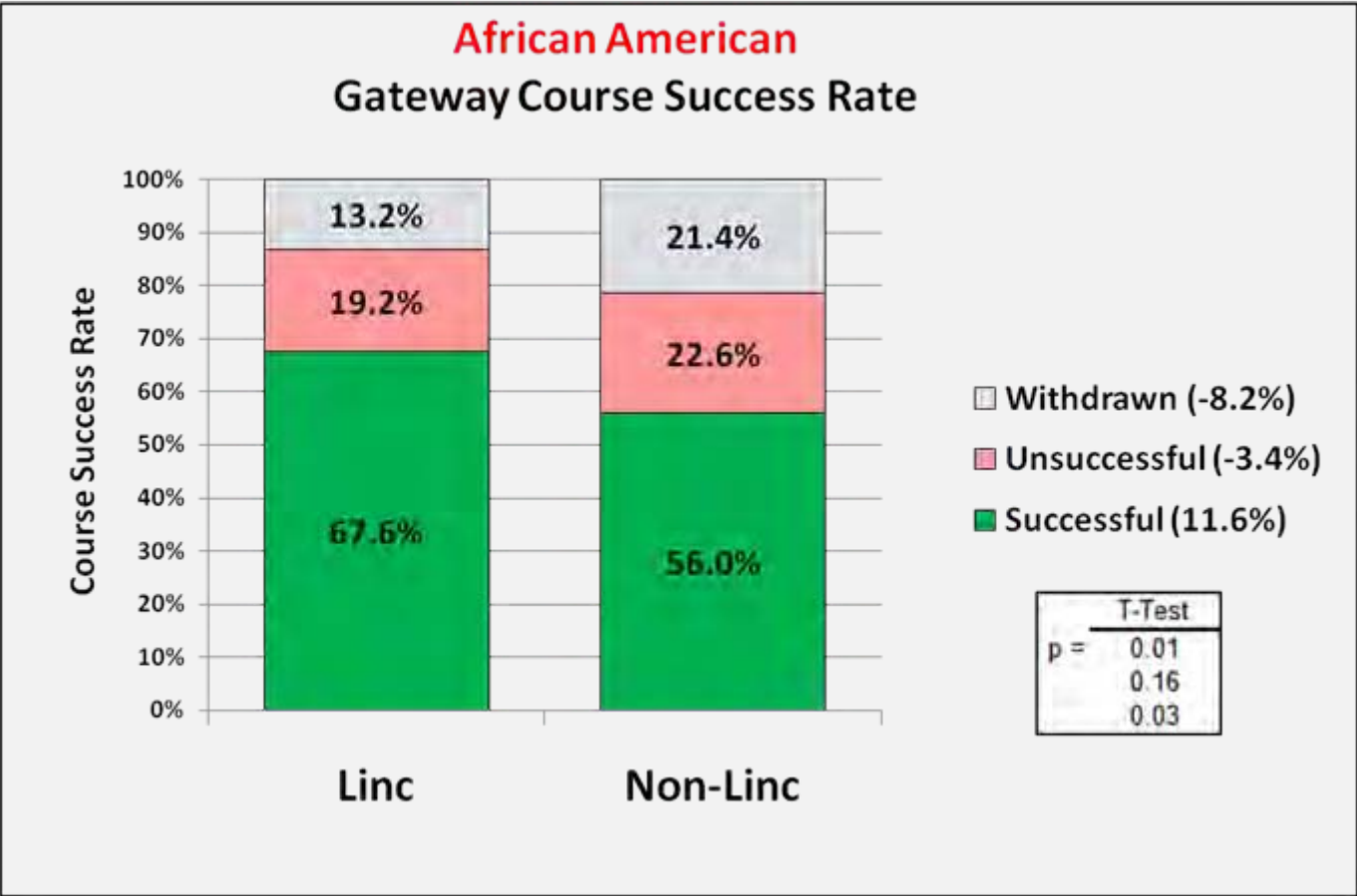
Fall, 2006

Percentage of All enrolled students with a Grade of C or Better in Developmental Mathematics by Ethnicity



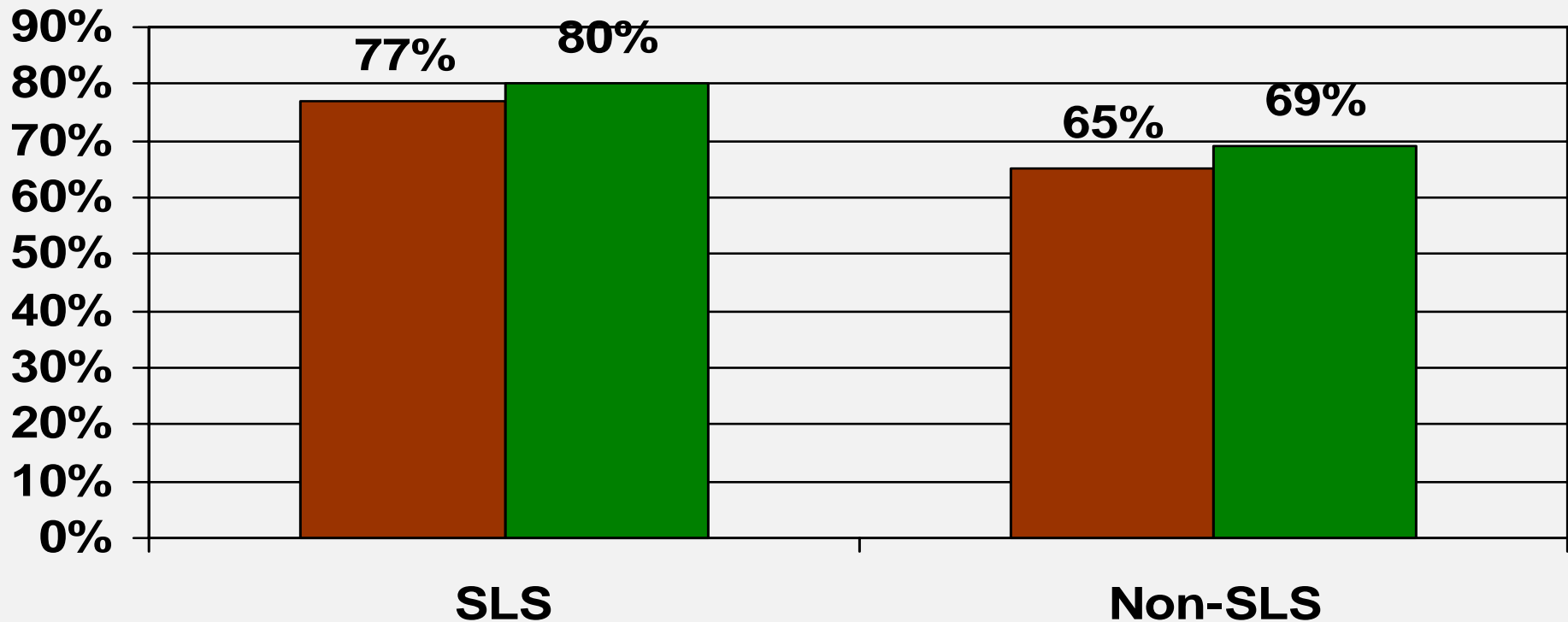
(Includes both FTIC and Non FTIC students)

LinC Effect: Five Term Average Difference



SLS – Fall to Spring Retention Rates by “3-prep” mandate students

Fall 2004 and Fall 2006 FTIC Cohorts

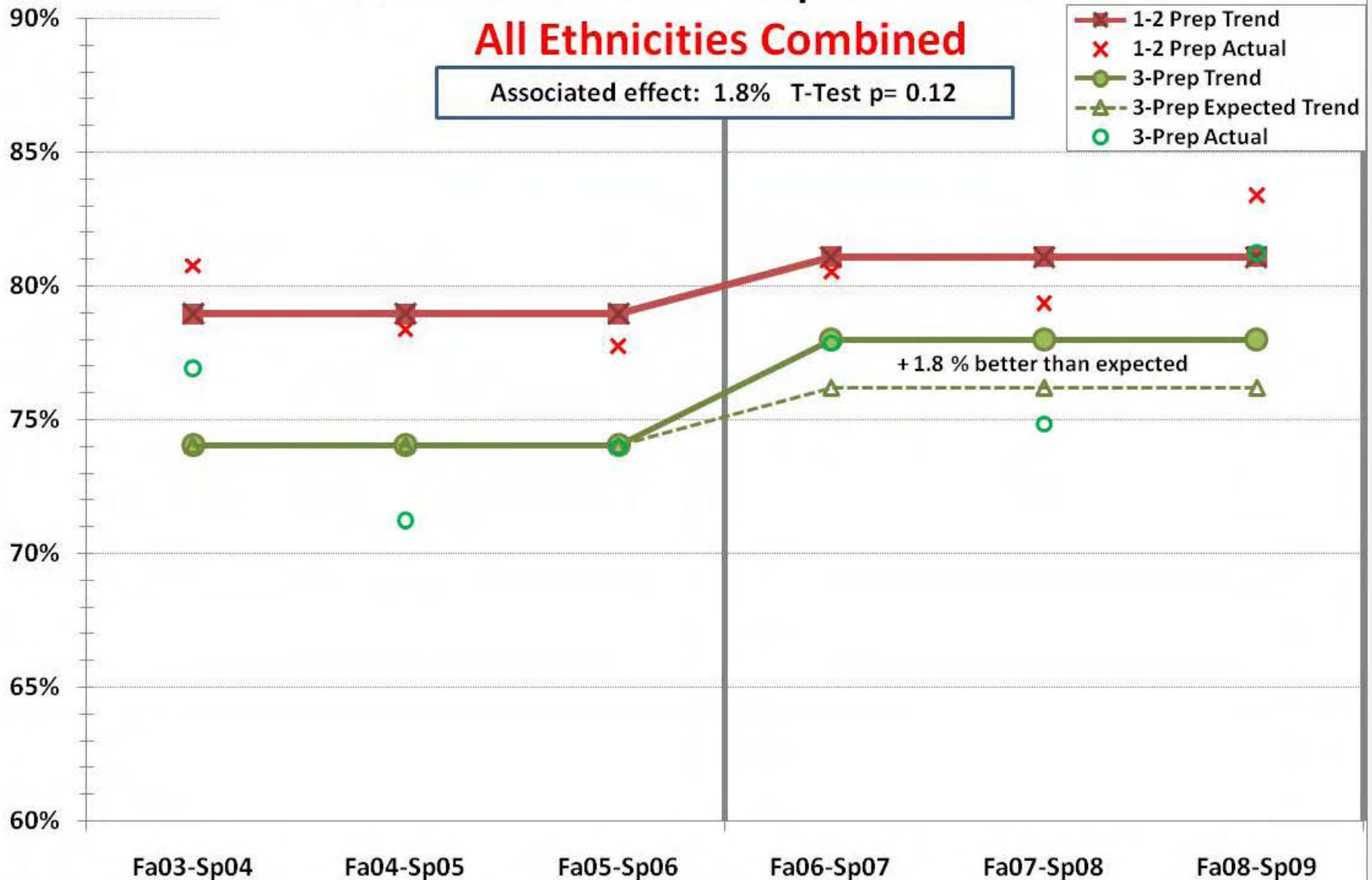


■ % Fall 2004 ret Spring 2005 ■ % Fall 2006 ret Spring 2007

Comparison of Fall to Spring Average Persistence Before and After 3-Prep SLS Mandate

All Ethnicities Combined

Associated effect: 1.8% T-Test p= 0.12



What has changed?

- Increasingly sophisticated reporting
- Formative vs. summative assessment
- Statistical significance
- Consideration of the impact
- Depth of discussion
- Increased collaboration

Data

A Focus on Gaps

Data

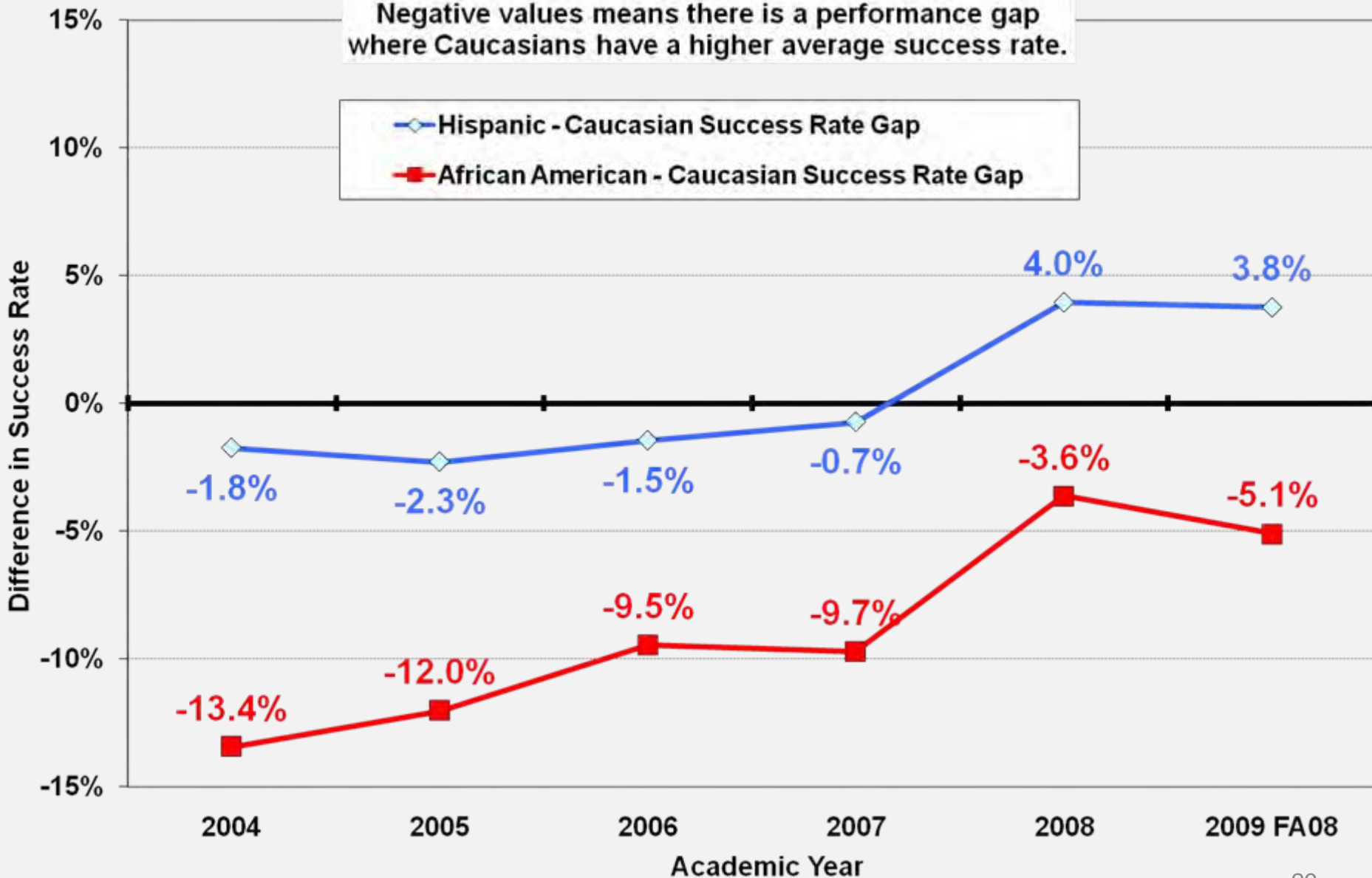
A Focus on Gaps

- Gap 1.** Between under prepared and college ready students
 - » *Gates Grant*
- Gap 2.** Between racial and ethnic groups
- Gap 3.** Between success rates in math courses and success rates in other discipline courses

Gateway Course Success Rate Gap

Average Gap for All 6 Gateway Courses

Negative values means there is a performance gap where Caucasians have a higher average success rate.



Evolution of Gap Closing Conversation

- The conversation has fundamentally shifted from whether gaps can ever be closed to:
 - 1) Are we using the right metrics?
 - 2) Are gaps closing due to college initiatives?
 - 3) Are gap closings sustainable?

Language Shifts

Language Shifts

The New Student

Any student who has completed fewer than 15 college-level credits at Valencia

- This definition is intended to include all transfer / transition students until they have completed 15 college-level credits at Valencia Community College

Language Shifts

Human Impact

- A consideration of the “human impact” by reflecting on the following:
 - The number of students who persisted that likely would not have done so
 - The characteristics of these students in terms of the gaps we are trying to close through Achieving the Dream
 - The projected benefits in terms of additional credits completed by these students.

Language Shifts

Meaningful Improvement

- The determination of "meaningful improvement" would require a balance of all or most of the following:
 - Statistically significant improvement in target quantitative measures.
 - Reflection on the human impact in terms of the goals of the initiative and the mission of the institution.
 - Economic efficiency in relationship to difficulty of the task at hand.
 - A consideration of faculty and student perceptions as it relates to benefit versus cost.

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