

**COWLEY** **COLLEGE**  
Accountability & Institutional Measures

**Maximizing Data to Support Institutional  
Effectiveness and Student Success**



## Accountability and Institutional Measures

The most critical outcome accomplished was the reinventing of the College's Accountability and Institutional Measures (AIM) through the implementation of new resources. This accomplishment enhanced organizational understanding of key performance indicators as an active tool that serves as a goal-setting instrument and as a diagnostic tool to drive success planning.

Cowley College's Accountability and Institutional Measures (AIM) reflects the organization's commitment to student success and institutional effectiveness through data analysis and continuous quality improvement.

### INSTITUTIONAL PRIORITY 4

### 2018-2022 Strategic Plan

*Knowledge Management: Cowley College is focused on the management of the technological and information infrastructure designed to provide an environment to support learning, including how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution.*

**Goal 4.1 Develop processes for providing valid data to drive decision-making and compliance reports.**

SI 4.1a. Identify appropriate data collection methods and measures for continuous quality improvement activities.

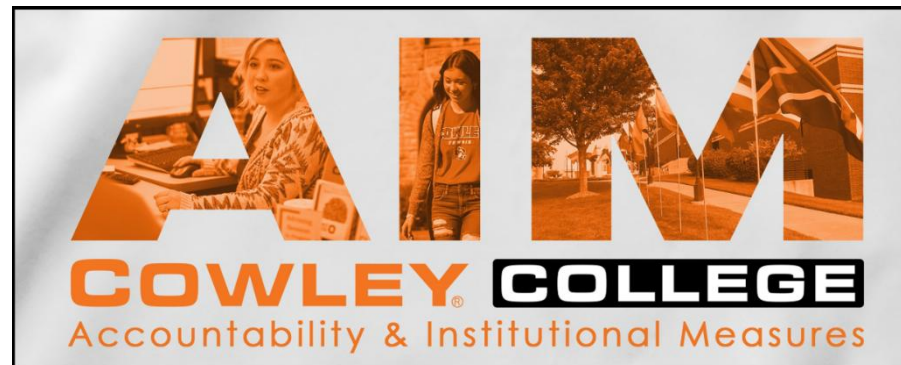
SI 4.1b. Capitalize on current assessment activities to include a clear decision-making process for approving and implementing recommendations.

SI 4.1c. Develop a written assessment plan that describes when, how and how frequently data is collected.

SI 4.1d. Create a communication plan to include annual reports and collaborative discussions about evidence and its use to drive continuous quality improvement activities.

# Significant Accomplishments of the Quality Initiative

- Updates to key performance indicators
- Expansion of external data sources for benchmarking
- Adoption of new technology to communicate information through data visualizations
- Inclusion of peer cohort data to provide important comparisons
- Intentional timing of annual tasks to drive proactive action





# Organizational Needs Met by the Quality Initiative



- How the organization shares the AIM and with whom;
- Use of very general targets and benchmarks for goal-setting;
- How reviews of the information in the AIM occur on a regular basis for use in decision-making;
- Lack of external benchmarks with cohort comparison; and
- How the AIM is “serving the purposes intended, which is a necessary component of a fully-developed knowledge management process.”

Peer reviewer feedback from the final AQIP Systems Portfolio Review

# Data Sources

	Educational Access	Student Retention	Student Success	Institutional Effectiveness
Accudemia (Academic Center Management System)		Y		Y
Anthology's CoursEval		Y		
"Get Inclusive" (Vector Solutions)				Y
IPEDS Fall Enrollment Survey	Y	Y		
IPEDS Financial Aid Survey		Y		Y
IPEDS Graduation Rates Survey			Y	
Kansas Board of Regents Annual Year Collection				
Kansas Higher Education Statistics (KHEStats)	Y		Y	
Kansas Training Information Portal (K-TIP)			Y	
National Community College Benchmarking Project	Y	Y		

# Annual Review Team Membership

## Educational Access Team

### Enrollment Management

- Bilingual Admissions Representative, Director of Student Enrollment and Success, High School Recruiter, Upward Bound TRiO Program Director

### Student Services

- Disability Coordinator, Mental Health Counselor

## Student Retention and Success (SCORE) Team

### Academic Affairs

- Director of Distance Learning, Director of Sumner Campus, English Faculty, Faculty Department Chairs, IMPACT TRIO Program English & Math Specialists, Math Faculty, Perkins Coordinator, Registrar, Tiger Learning Center Educational Navigator, Workforce & Career Specialist

### Athletics

- Assistant Athletic Director for Academics & Compliance

### Enrollment Management

- Bilingual Admissions Representative, Director of Student Enrollment & Success, International Student Coordinator, Academic Outreach/Mulvane Site Coordinator

### Finance and Administration

- Bursar, Financial Aid & Scholarship Specialist

### Student Affairs

- Disability Coordinator, Executive Director of Student Services

## Institutional Effectiveness Team

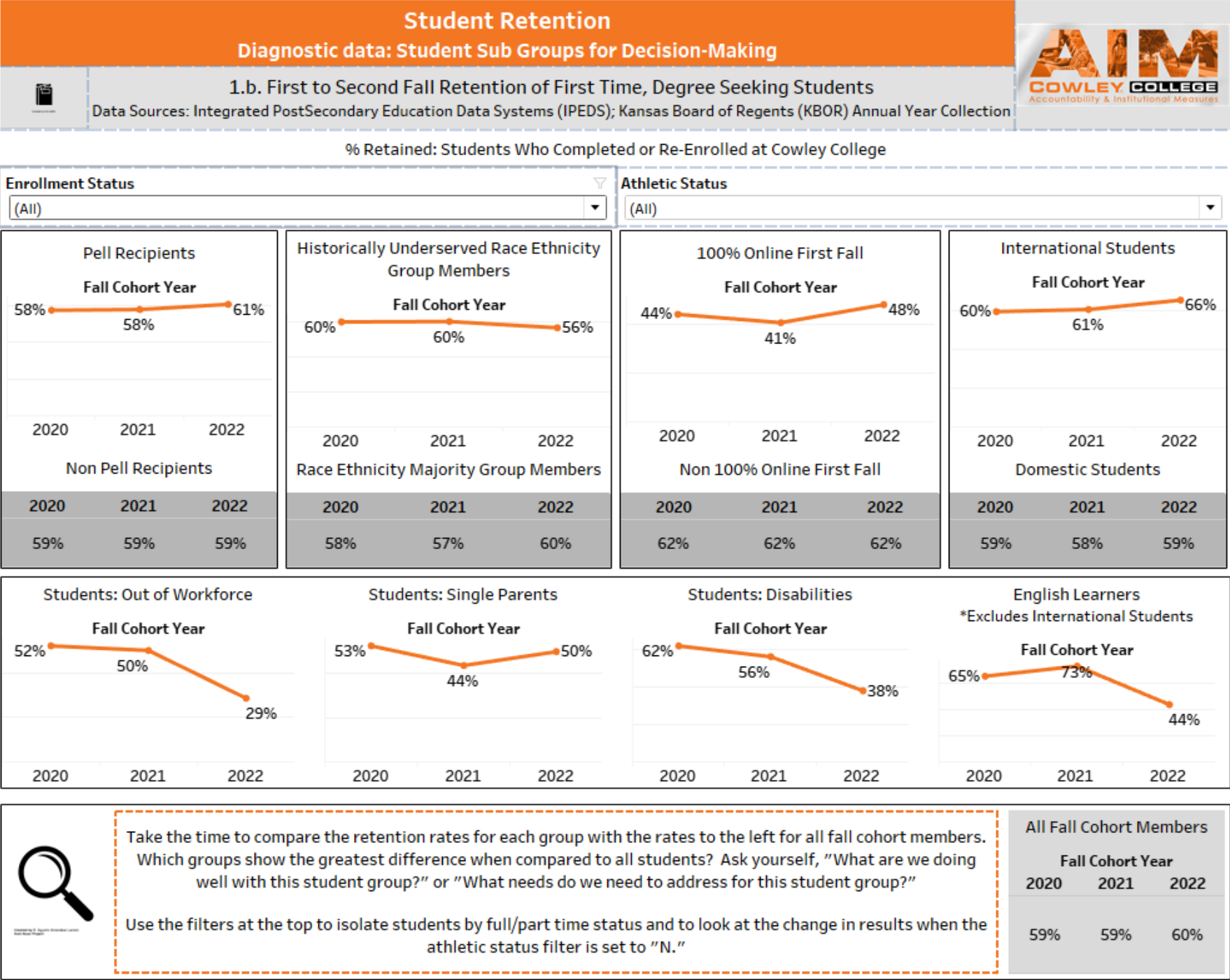
### Administrative Council

- President, Vice President of Academic Affairs, Vice President of Finance & Administration, Vice President of Internet Technology, Associate Vice President of Academic Affairs, Athletic Director, Cowley Education Association Liaison, Executive Director of Institutional Effectiveness, Executive Director of Student Life, Director of Student Enrollment & Success

# Use of Charts for Diagnostic Analysis

Looking at data through the lens of specific student groups is critical to identifying gaps in success that have become “masked” or hidden within the larger student population.

The view to the right, from the Student Retention dashboard set, shows how its review team can filter to look at eight student subgroups identified because of student membership in Perkins V Special Population groups or in a subgroup identified by the College because of potential for drop out because of another barrier, and compare each student groups’ success with information in the All Fall Cohort Members chart.



## Student Success

### 5. Employment in Kansas for Residents of Kansas Entry Year following Award Completion Data Source: Kansas Higher Education Statistics (KHEStats)



Created by L. Agustin, Executive Director  
Data Source: KHEStats

How does Cowley College compare to its Kansas Community College peers?

Cowley College's rate of employment immediately following award completion, illustrated with an orange bar, exceeded the median for All Awards level for each of the three, most recent award years. Take a minute to look at the breakdown for two additional subsets: employment for Associate's degree certificate (CERTA, CERTB, CERTC) recipients.



Created by L. Agustin, Executive Director  
Data Source: KHEStats

Goal strategy  
to be  
determined  
2024 fall.

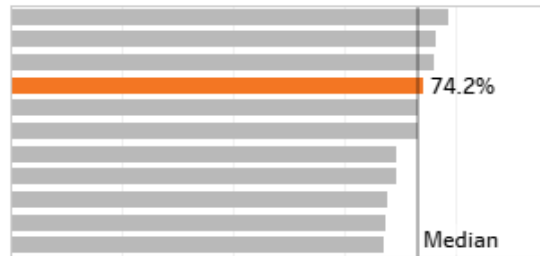
## Benchmarking with Kansas Community College Peers

Benchmarking against peer institutions provides teams with important perspectives for supporting conclusions about organizational success.

The charts to the left, from the Student Success dashboard set, are one example of how the College's information is presented in comparison to that of its Kansas community college peer group.

All Awards

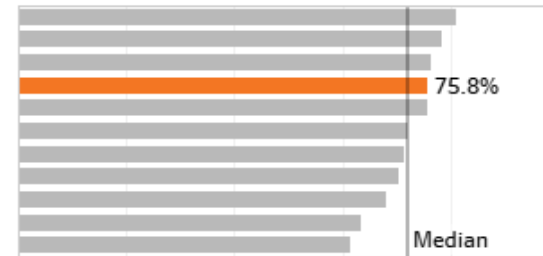
2020



2021

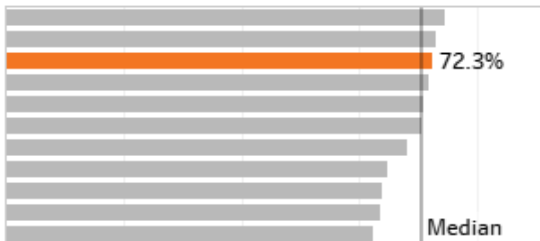


2022

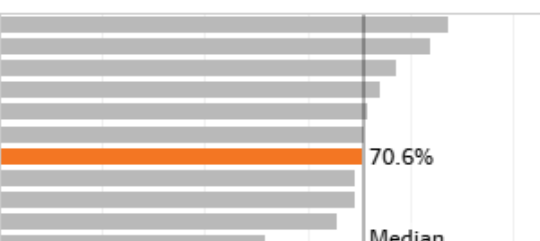


Associate's Degrees

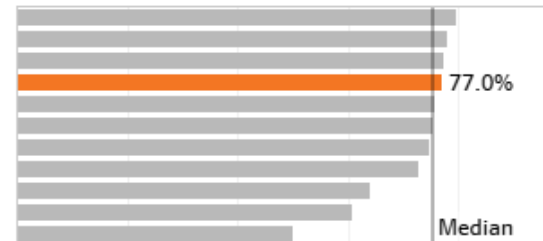
2020



2021

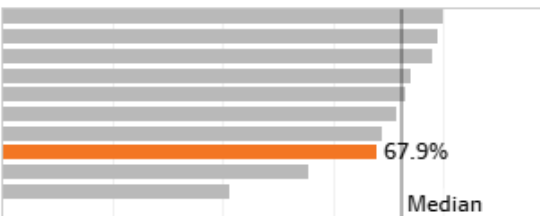


2022

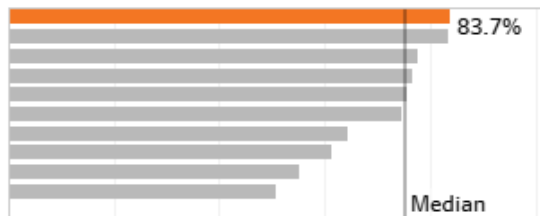


Certificates

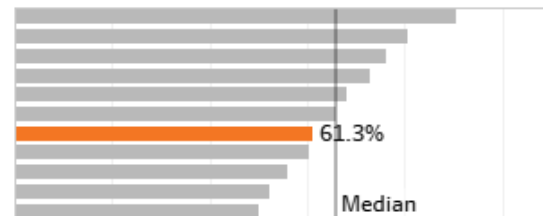
2020



2021



2022





## Creating Focus with Research Questions

The chart on the right features research questions from the Student Retention dashboard set.

Developing research questions should be the first priority so subsequent action is focused and proactive. Clearly stated questions increase understanding for stakeholders outside the data office.

### Accountability and Institutional Measures (AIM)



#### Student Retention (Select a mortarboard to navigate to each dashboard)



##### 1.a. First to Second Fall Retention

This set of charts answers the research questions, "Overall, how many degree-seeking, first time college students who did not earn an award during their first year return for their second fall?"



##### 1.b. First to Second Fall Retention Student Subgroups

This set of charts uses demographic and Perkins V Special Populations information to answer the research question, "How many degree-seeking, first time college student members of subgroups, who did not earn an award during their first year, return for their second fall?"



##### 2.a. Early Momentum: Remedial Course Completion

This set of charts answers the research questions, "What proportion of the student body is underprepared for college?" and "What are the remedial courses success rate for underprepared students?" Demographic and socioeconomic information is used to give insight about success for specific student subgroups.



##### 2.b. Early Momentum: Remedial Course Retention & Success Peer Comparison

This set of charts answers the research question, "How does remedial course retention and success for students at Cowley College compare to a national cohort and regional peer cohort?"



##### 2.c. Early Momentum: Gateway Course Success Following Remediation

This set of charts answers the research questions, "What is the success rate for Cowley College's underprepared students when they enroll in their first, gateway course after completing remediation?" and "How successful is Cowley College when preparing students for college coursework after remediation when compared to peers?"



##### 2.d. Early Momentum: First Year Career GPA: Underprepared Students

This set of charts use both local and career GPA information answers the research question, "Are underprepared students successful in all of their classes during their first year at Cowley College?"



##### 3.a. Early Momentum: Gateway Course Completion

This set of charts answers the research question, "Are college-ready students successfully completing gateway courses?"



##### 4.a., b. Online Course Completion

This set of charts asks the research question, "Are students overall successful in online courses and, are there student subgroups who are not experiencing success in online coursework?"



##### 5.a. Financial Support to Students

This set of charts asks the research question, "Do Cowley College's students have access to aid to support retention and to minimize the negative effects of student debt?"



##### 6.a. Noel Levitz Student Satisfaction Inventory Strategic Challenges, 1-9

#### Information about Peer Cohort Composition

KS Peers by Location and Size  
Integrated Postsecondary Data System  
Peers selected by size & location to town.



Kansas and Border State Peer Cohort  
National Community College Benchmarking Project  
Peers selected by size, state, & location to town.



HLC Regional Peers by Location and Size  
Integrated Postsecondary Data System  
HLC members selected by size & location to town.



# Evaluating Impact to Produce Change

Institutional Transformation Rubric Mean Scores: Administrative Council				Prior to Current Year Change	
Availability of Data for Decision-Making	To what extent are data available for decision-making across the institution?	2022	<div><div></div></div>	2024	Availability of Data for Decision-Making 0.43
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Culture of Inquiry	To what degree does the institution use data for self-examination to address a range of internal and external lines of inquiry?	2022	<div><div></div></div>	Culture of Inquiry 0.17	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Data and Student Context	To what extent does the institution value understanding students' life contexts and experiences in its institutional research priorities and activities?	2022	<div><div></div></div>	Data and Student Context 0.02	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Data Culture	To what degree does the institution use data to meet requirements, address stakeholders' expectations, and for continuous improvement?	2022	<div><div></div></div>	Data Culture 0.52	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Data Literacy	To what extent are data literacy expectations established across the institution?	2022	<div><div></div></div>	Data Literacy 0.30	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Data Policies	To what extent are data policies established with input from stakeholders and continuously monitored to ensure alignment with institutional goals?	2022	<div><div></div></div>	Data Policies 0.12	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Data Production	To what extent is data production coordinated across the institution?	2022	<div><div></div></div>	Data Production 0.12	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Data Quality	To what extent does the institution facilitate use of reliable data?	2022	<div><div></div></div>	Data Quality 0.36	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Data Use to Identify Student Needs	To what degree does the institution use data to identify, inform, address, and evaluate student performance gaps across populations?	2022	<div><div></div></div>	Data Use to Identify Student Needs 0.32	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Expectations of Organizational Data Use	To what extent are expectations for the use of data in decision-making established across the institution?	2022	<div><div></div></div>	Expectations of Organizational Data Use 0.02	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Professional Development	To what extent does professional development align with expectations for data literacy across the institution?	2022	<div><div></div></div>	Professional Development 0.19	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		
Student Feedback	To what extent does the institution use feedback from students to inform its lines of inquiry?	2022	<div><div></div></div>	Student Feedback -0.08	
		2023	<div><div></div></div>		
		2024	<div><div></div></div>		

SUNY Council on Assessment (SCOA) Assessment Results: IE Office				
Aspect	Element	July 2021	May 2024	3 Year Change
Design	Plan	1	2.5	+1.50
	Outcomes	1	1	0.00
	Alignment	0	1	+1.00
Implementation	Resources	1	2.5	+1.50
	Culture	1	1	0.00
	Data Focus	1	1.5	+0.05
Impact	Sustainability	1.5	2	+0.05
	Monitoring	1.5	2	+0.05
	Communication	2	3	+1.00
	Strategic Planning and Budgeting	1	2	+1.00
	Closing the Loop	1	1	0.000

# Plans for the Future

Refinement of the AIM as the College's primary assessment tool to support its mission will continue as a primary task for the IE Office with broad campus participation in the future. The results from the ITA assessment operationalized during the project clearly show the gaps the College will address:

- Continued development of a culture of inquiry or the degree to which the College uses data for self-examination to address lines of inquiry;
- Increased sources of student feedback to include collaboration with the College's Student Government Association;
- Continual investment in data literacy to support professional development, including the creation of a data literacy landing page on the College's Tableau site;
- Increased transparency to include publications of reports focusing on the AIM and the improvement strategies created to support student success

