

**Using Business Intelligence
to Enhance the Comprehensive Academic
Program Review Process**

Florida Association for Institutional Research
2015 Annual Conference



About SPC

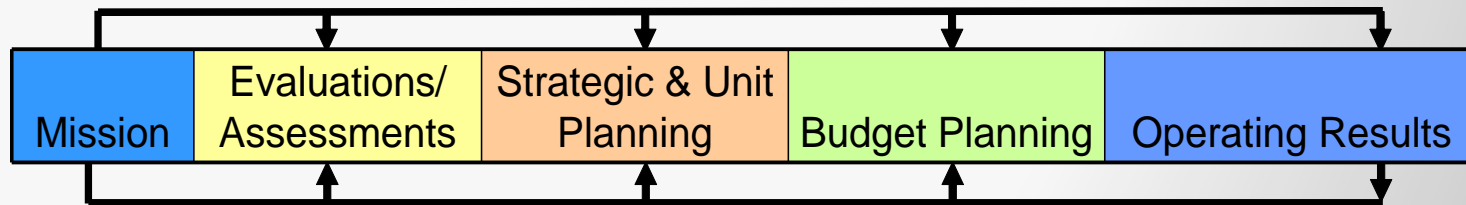
- 4-year state college, workforce-oriented, 2+2 mission
- Nine campuses throughout Pinellas County
- 60 AS, BS, and BAS degree programs
- Fall 2014 Headcount Enrollment: 33,188 (credit)
- Total 2013-14 Graduates: 6,091
 - 1,009 AS
 - 1,098 BS/BAS

Session Goals

- Present overview of SPC assessment
- Examine best practices
- Review enhancements
- Share live demonstration
- Identify advantages, next steps

SPC's Processes: Institutional Effectiveness

“Closing the Loop”



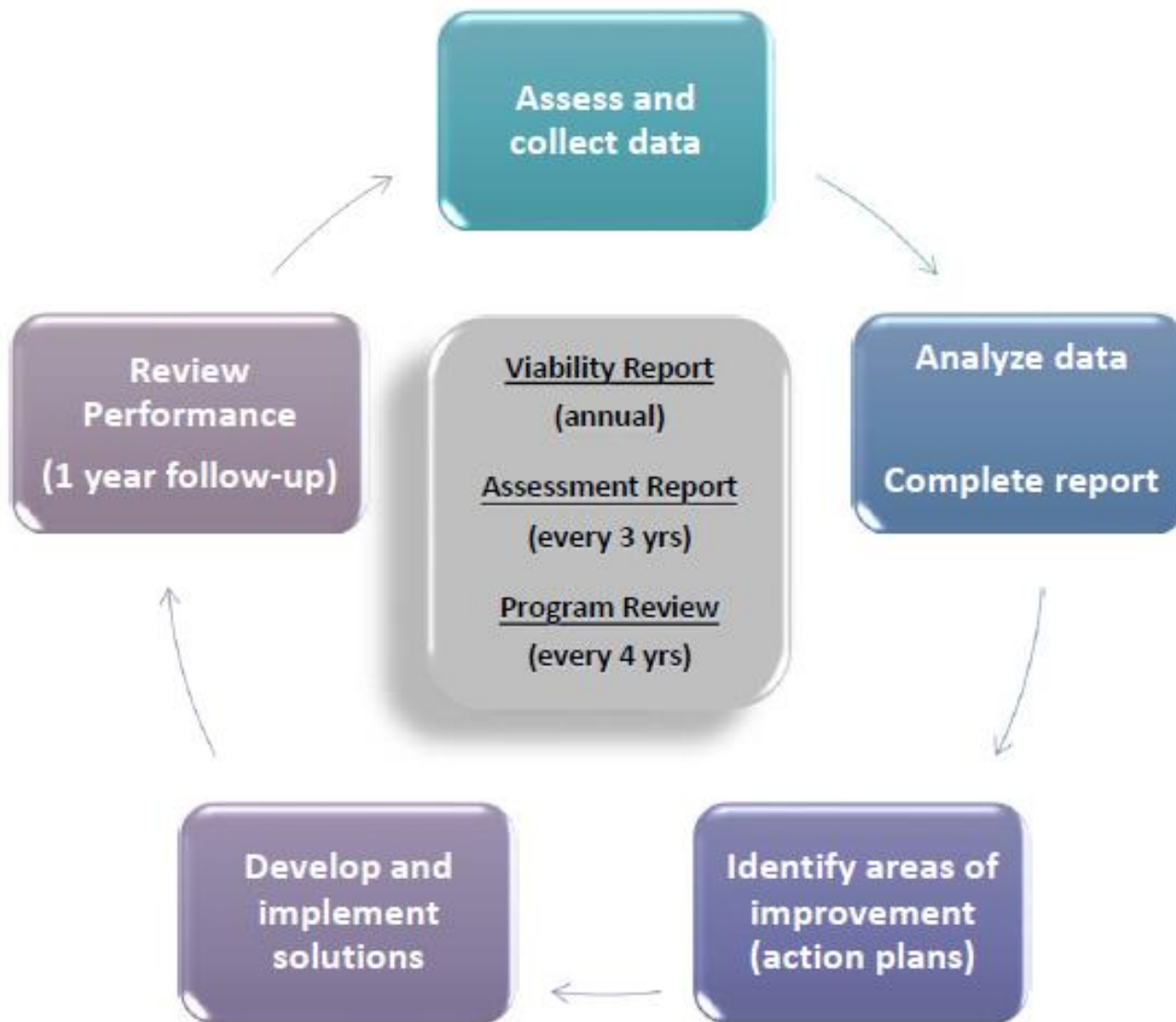
“*Institutional Effectiveness at SPC is the **integrated, systematic, explicit, and documented** processes of **measuring performance** against the College mission for purposes of **continuous improvement** of academic programs, administrative services, and educational services offered by the college.*”

SPC's Processes: Philosophy of Assessment

- Program-owned, Faculty-directed
- Data-driven decision making
- Meaningful, quality improvements
- Transparent, accessible assessment information
- Timely and relevant assessment process

Program review stems from the inherent drive all self-reflecting institutions possess – the need for continuous improvement.

Academic Program Assessment Cycle



Comprehensive Academic Program Review (CAPR)

- Designed in 2007 to be a summative evaluation of all Associate Degree workforce programs at the College
- Revised to include Baccalaureate programs in 2012
- Process developed to meet three objectives of academic program review

Objectives of the CAPR Process

Provide key College stakeholders with:

- A 360-degree perspective of a program's viability, productivity, sustainability
- Relevant, meaningful, program-specific information
- Evidence to support actionable change for performance improvement



Components of the Original CAPR

- Addresses all degree programs offered at SPC
- Highlights program trends, issues, and action plans (*for available measures at time of design*)
- Includes direct, standardized measures
- Meets the needs of key College stakeholders (*but limited program ownership and dissemination*)
- Report was developed by Academic Effectiveness and Assessment department

Conducting Program Reviews: Best Practices

Annual Program Practices:

Gentemann (1994), Manning (2011), Bresciani (2006)

- *Alignment of goals to curriculum*
- *Measured learning*
- *Data collection*
- *Benchmarking*
- *Evaluation*
- *Data-driven decision making*
- *Improvements*

Conducting program reviews: Best Practices

Institutional Practices

Astin (2012), Bresciani (2006), Manning (2011)

- *Ongoing (set intervals)*
- *Systematic (consistent)*
- *Institutional (all programs)*
- *Coordination of process (centrally managed)*
- *Clearly communicate process goals and expectations**

**Practice SPC identified as area to improve*



Conducting program reviews: Best Practices

Process Practices

Astin (2012), Bresciani (2006, 2011), Bruch (2012), Skolits (2007)

- *Faculty Involvement**
- *Collaboration**
- *Evaluation of the process**
- *Awards and Recognition**

Awards and recognition underscore the value of the self-review process, and celebrate the improvement of student learning as a collaborative process among faculty.

**Practice SPC identified as area to improve*



Catalyst for Improving CAPR Process

- Additional best practices
- Successful transition of Viability Report process to BI
- Metrics aligned to policy changes and College initiatives
- Faculty recommendation for involvement

Goals of the Next Generation CAPR Process

- Leverage newer technology and sources
- Encourage deans and faculty to take ownership of their program reviews
- Facilitate deeper conversations about continuous improvement
- Implement an efficient reporting process (*process document, clear communication of goals and expectations*)

Enhancements of the Next Generation CAPR Process

- “Real time” program data
 - PULSE (SPC’s Business Intelligence system)
 - Burning Glass
- Additional Measures
 - Industry Certification
 - Internships
 - Students transferring in/out of program
 - Financials (updated)
 - Curriculum Office 3-year course (program) review
- Collaboration of deans and faculty in the review and analysis of program data



[Clip of Faculty Conversation](#)



Student System Dashboards

Enrollment by Term

- Headcount Enrollment by Term
- Fall 2014 Daily Enrollment Dashboard
- Spring 2015 Daily Enrollment Dashboard
- Enrollment Trends by Term

Enrollment by Day

- Enrollment By Day

Success Rates

- Success Rates By Campus
- Success Rates by Acad Org

Student Outcomes

- Cohort Retention by Term
- Graduates

Course Enrollment

- Course Enrollment

Program Review

- Academic Program Viability Report
- CAPR

College Experience

- College Experience Outcomes
- Early Alert
- Out of Class
- My Learning Plan
- Career Status

Student Records

- Program Plan
- Academic Standing
- Life Plan

Beta Dashboards

- Daily Enrollment Trends - Beta
- Flexible Placement - Beta
- PSAV - Beta
- Subsequent Course - Beta
- Deans Retention Indicator - Beta

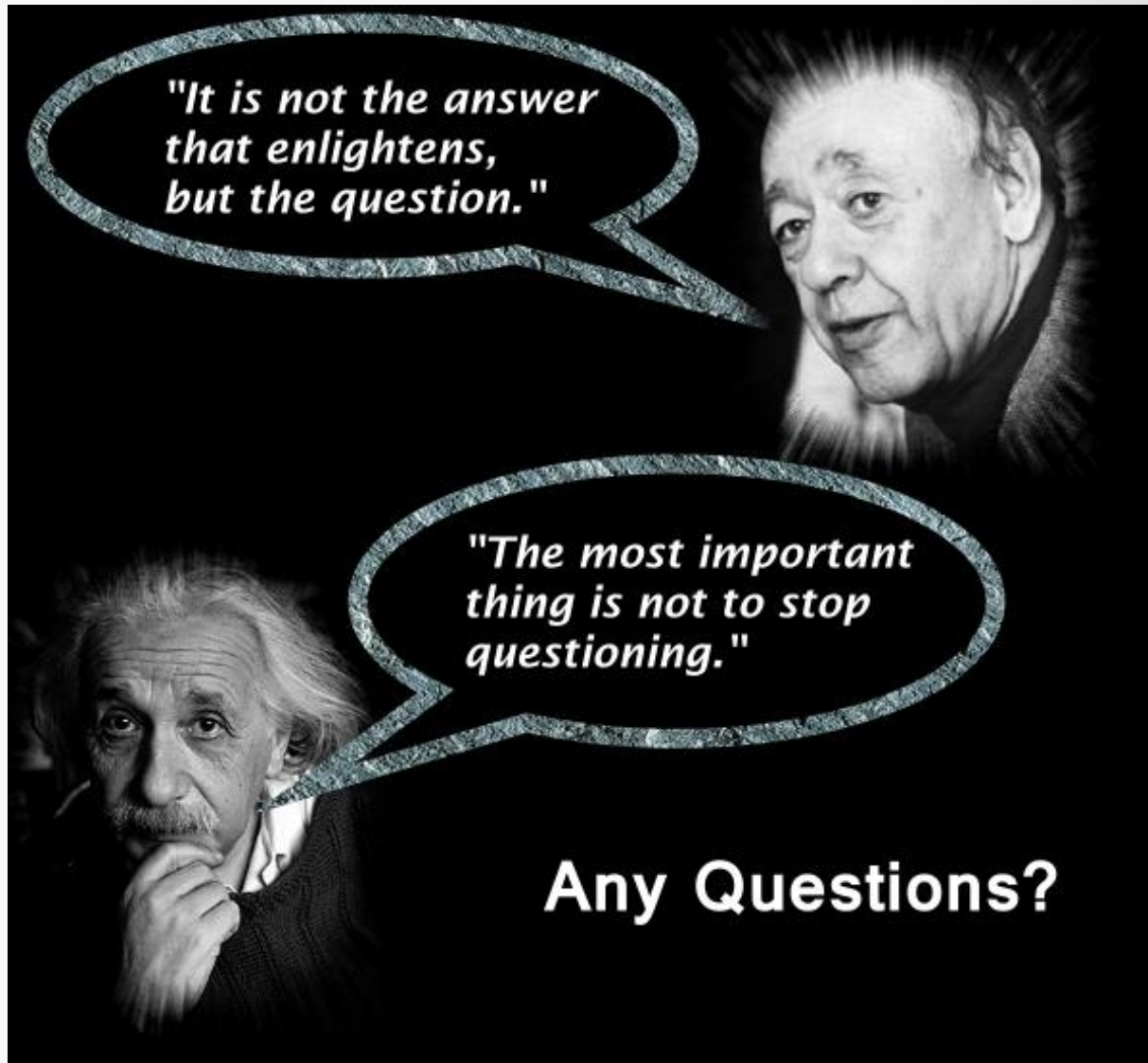


Advantages of the Process

- Involvement of faculty propelled conversations beyond program performance (compliance) to student centered improvement
- Transparent, verifiable, and accessible data fosters a culture of inquiry
- Significant reduction in AEA prep time
- [Feedback from program dean](#)

Next Steps

- Conduct systematic reviews of all SPC assessment processes on an ongoing basis
- Determine most valuable model for rewarding and recognizing programs and faculty (current method – AEA newsletter)

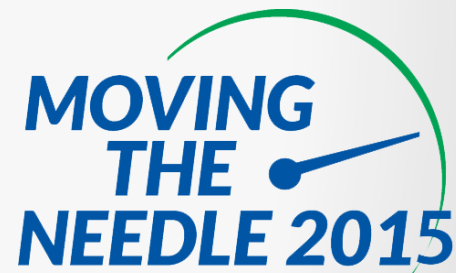


Presenters

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Sources

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Using 'Real Time' Data to Improve Student Success

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Join institutions as they share their transformational data strategies and best practices.

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