



Did You Know?

Vol. 44, Fall 2015
Prepared by:
Benjamin R. Gamboa

***New* Institutional Effectiveness Dashboards**

The Office of Institutional Effectiveness, Research, and Planning (OIERP) has been hard at work over the summer developing new dashboards for faculty, staff, and administrators to use to help inform decision-making and measure institutional effectiveness. Crafton Hills College has two main sources—an internal and an external source—for measuring institutional effectiveness: the CHC Educational Master Plan (EMP) and the Board of Governor's Institutional Effectiveness Partnership Initiative (IEPI). Both the EMP and IEPI collegially established measures and targets to guide continuous quality improvement at Crafton Hills College, and the OIERP developed dashboards based upon these measures and targets. The new dashboards are available at the OIERP website at www.craftonhills.edu/research and can be accessed from any computer connected to the district's internal network.

CHC Educational Master Plan Quantitative Effectiveness Indicators (QEIs):

The QEI dashboards are ordered according to the Strategic Direction to which they map. Dashboards for Strategic Directions 4, 5, 8, and 9 are currently under development.

- **Strategic Direction 1: Promote Student Success**
 - a. **Credit Course Success Rate:** Illustrates the success rate in credit courses by academic year, discipline, and other local colleges.
 - b. **Fal to Spring Retention (Persistence):** Illustrates and disaggregates the retention (persistence) rate using by academic year, ethnicity, age, gender, and economic status.
 - c. Annual and Three-Year Developmental Throughput Rates: Illustrates the developmental throughput rates for **English**, **math**, and **reading** by course, ethnicity, and gender.
- **Strategic Direction 2: Build Campus Community.** Dashboards include results from the [Employee Campus Climate Survey](#), [Student Satisfaction Survey](#), and the [Community College Survey of Student Engagement](#).
- **Strategic Direction 3: Develop Teaching and Learning Practices.** The [Degree and Certificate Completion dashboard](#) illustrates awards by award type, program, academic year, gender, age, and ethnicity.
- **Strategic Direction 6: Promote Effective Decision-Making.** The [Committee Self Evaluations](#) dashboard illustrates results from five years of evaluations.
- **Strategic Direction 7: Develop Programs and Services.** The [PPR Instructional](#) and [Non-Instructional Program Aggregate Scores](#) dashboards illustrate the outcomes from five years of program review documents.

Institutional Effectiveness Partnership Initiative Outcome Measures:

- **Completion Rate (i.e. SPAR):** Illustrates percent of degree, certificate, and/or transfer seeking first-time students tracked for six years who completed a degree, certificate, were transfer prepared, or transferred disaggregated by college preparedness, gender, ethnicity, economically disadvantaged status, disability status, and age.
- **Remedial Math Rate:** Illustrates percent of credit students tracked for six years who started below transfer level in mathematics and completed a college-level course in math disaggregated by gender, ethnicity, economically disadvantaged status, disability status, and age.
- **Remedial English Rate:** Illustrates percent of credit students tracked for six years who started below transfer level in English and completed a college-level course in English disaggregated by gender, ethnicity, economically disadvantaged status, disability status, and age.
- **Career Technical Education (CTE) Rate:** Illustrates percent of students tracked for six years who completed more than eight units in courses classified as CTE in a single discipline who completed a degree or certificate or transferred disaggregated by gender, ethnicity, economically disadvantaged status, disability status, and age.