SENSE-MAKING & PLANNING MEETING

Materials to inform our consensus on next steps

Treasure Valley Community College
May 18, 2020

Thank you for completing the ITA. Engaging in a sense-making discussion around the strengths and opportunity areas at your institution identified through the ITA can help inform priorities and actionable next steps.

Objectives for the Sensemaking Conversation:

- Discuss results of the ITA and make sense of these results in the context of our current institutional strategies and priorities
- Identify areas of high improvement potential AND high priority
- Identify actionable next steps

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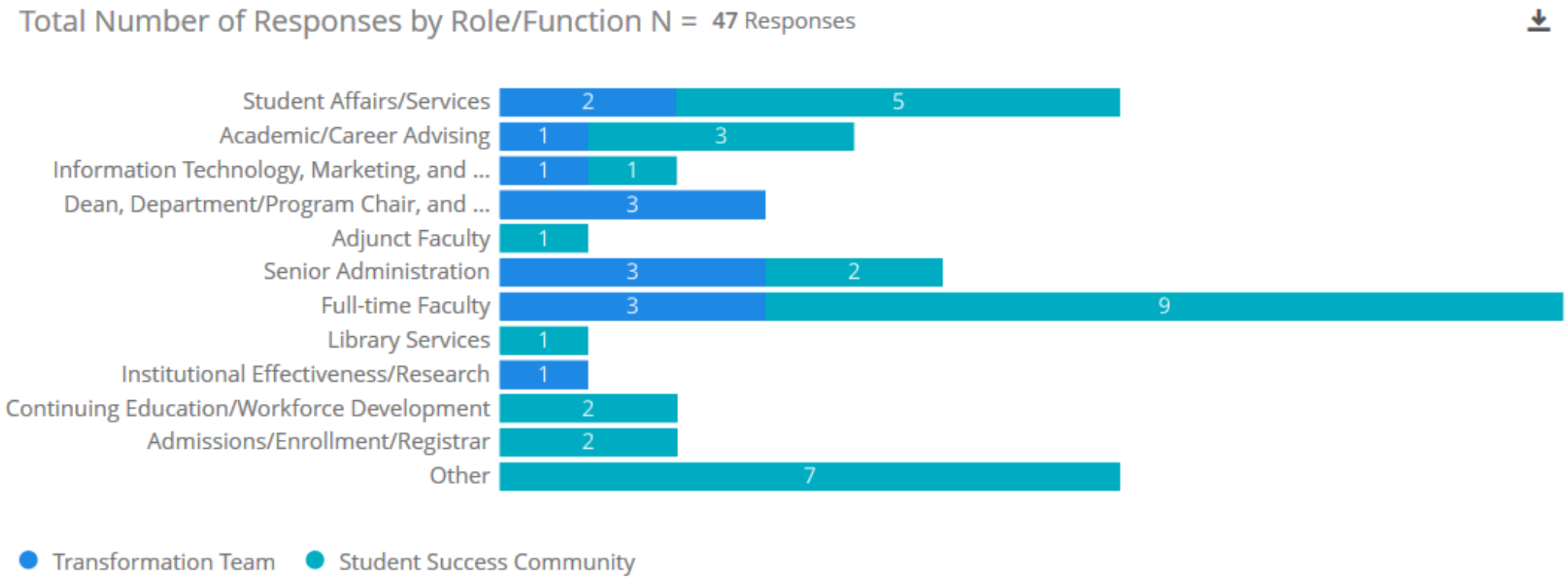
ITA RESPONDENTS (2020)

N = 47 (as of 5/14/20)

Who responded to the survey?



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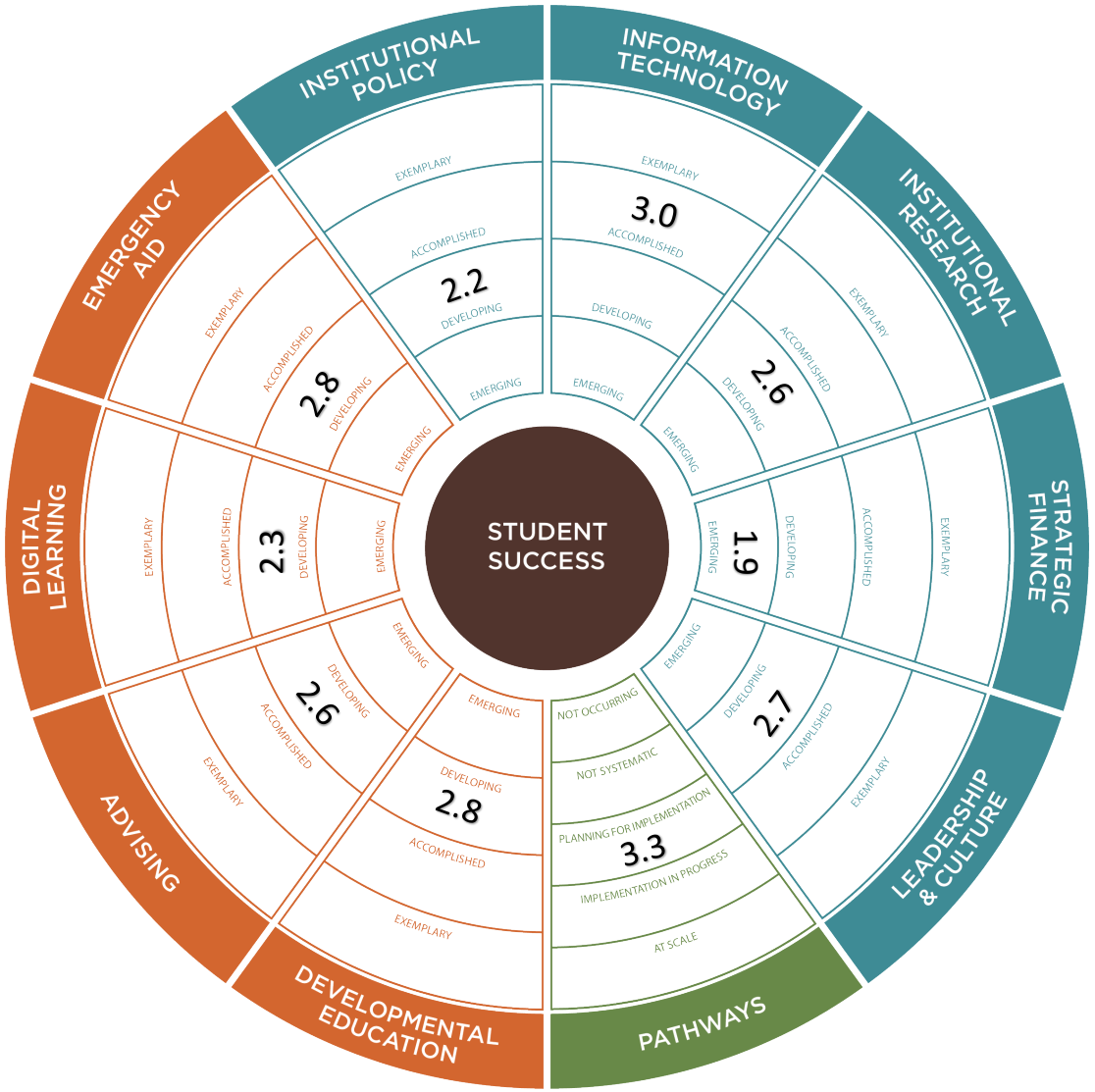
OUR RESULTS



QUALITY OF IMPLEMENTATION	NUMERICAL VALUE
EMERGING	1
DEVELOPING	2
ACCOMPLISHED	3
EXEMPLARY	4

SCALE OF ADOPTION	NUMERICAL VALUE
NOT OCCURING	1
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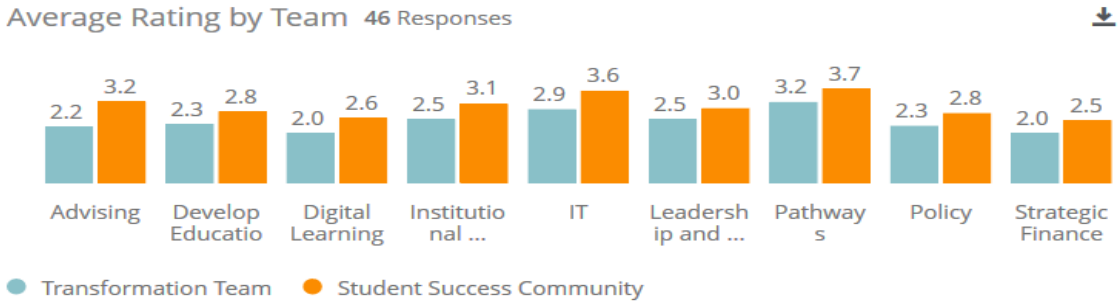

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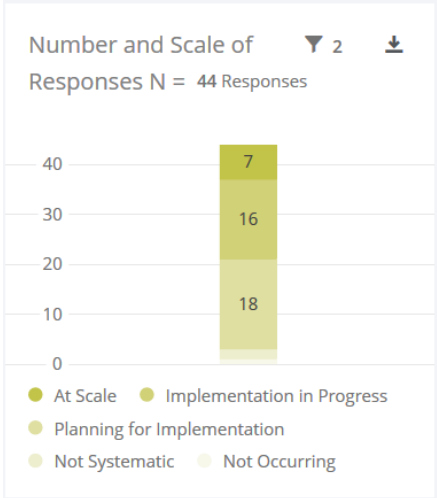
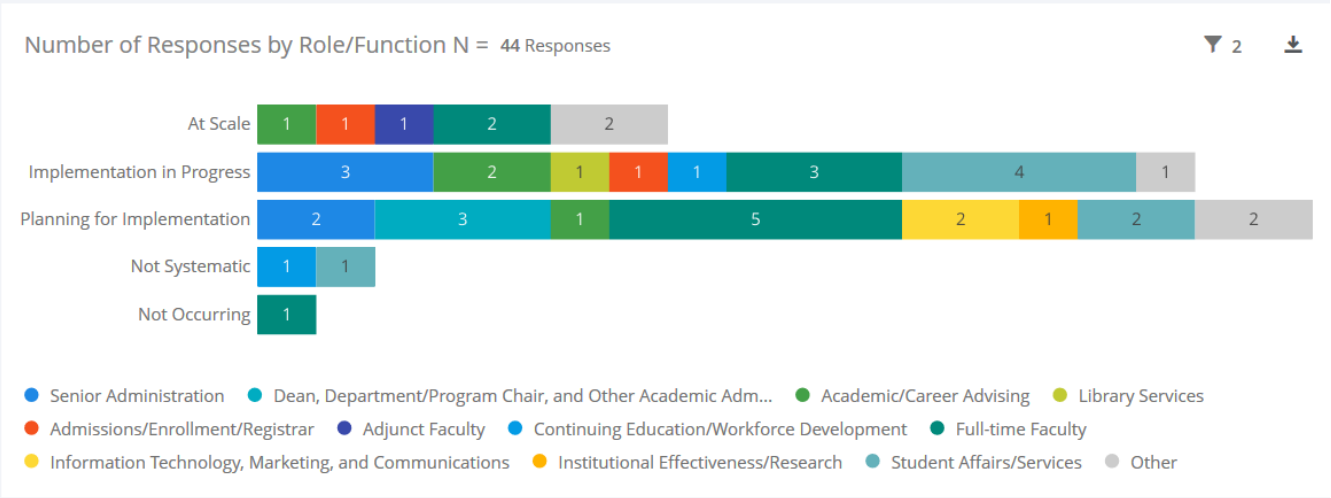
PATHWAYS

The institution's ability to systematically define student pathways (a student's journey through the institution, from access and enrollment to completion of their credential), help students choose a pathway, map pathways to students' end goals, keep students on a pathway, and ensure that students are learning.





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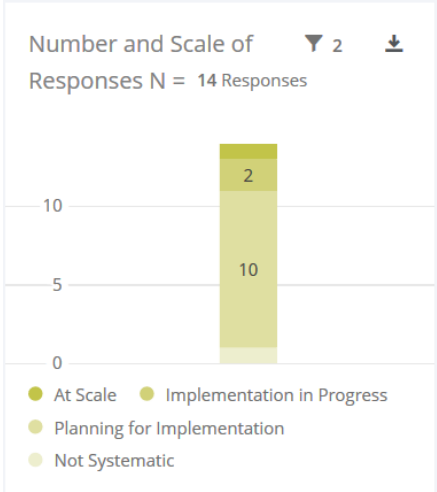

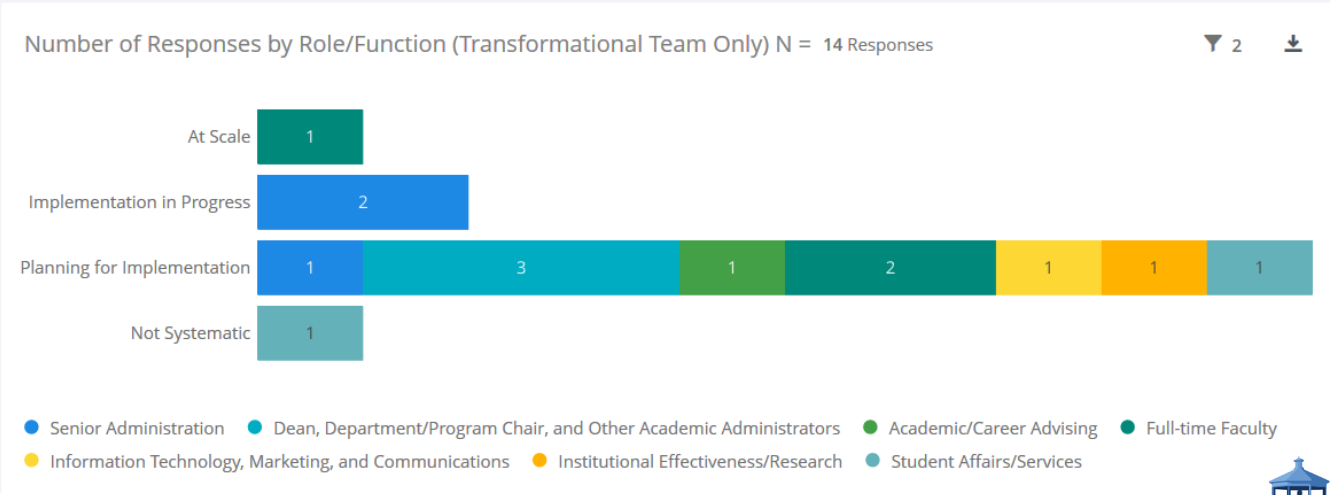

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Guided Pathways

An institution's focus on and ability to define student pathways, map pathways to student end goals, help students choose a pathway, keep students on a pathway, and ensure that students are learning.

Total Average: 3.3

Order		Indicator	Average
Mapping Pathways To Student End Goals	1	The institution emphasizes long-term student education planning for an entire program/degree linked to transfer and career plans, rather than course selection for the current or upcoming term.	**3.8**
	2	Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	**3.5**
	3	Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	**2.8**
	4	Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	**3.7**
			3.5
Helping Students Choose And Enter A Program Pathway	5	Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	**3.2**
	6	Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas" not just in college-level math and English.	**4.1**
	7	Required math courses are appropriately aligned with the student's field of study.	**3.0**
	8	Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	**3.8**
	9	The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	**3.8**

Reflection Questions:

1. *How does your institution use assessment to strengthen pathways on campus?*
2. *How do units map knowledge and skill development to employment or continued/advanced education?*
3. *What partnerships are still needed to strengthen your pathway entry?*

Guided Pathways (continued)

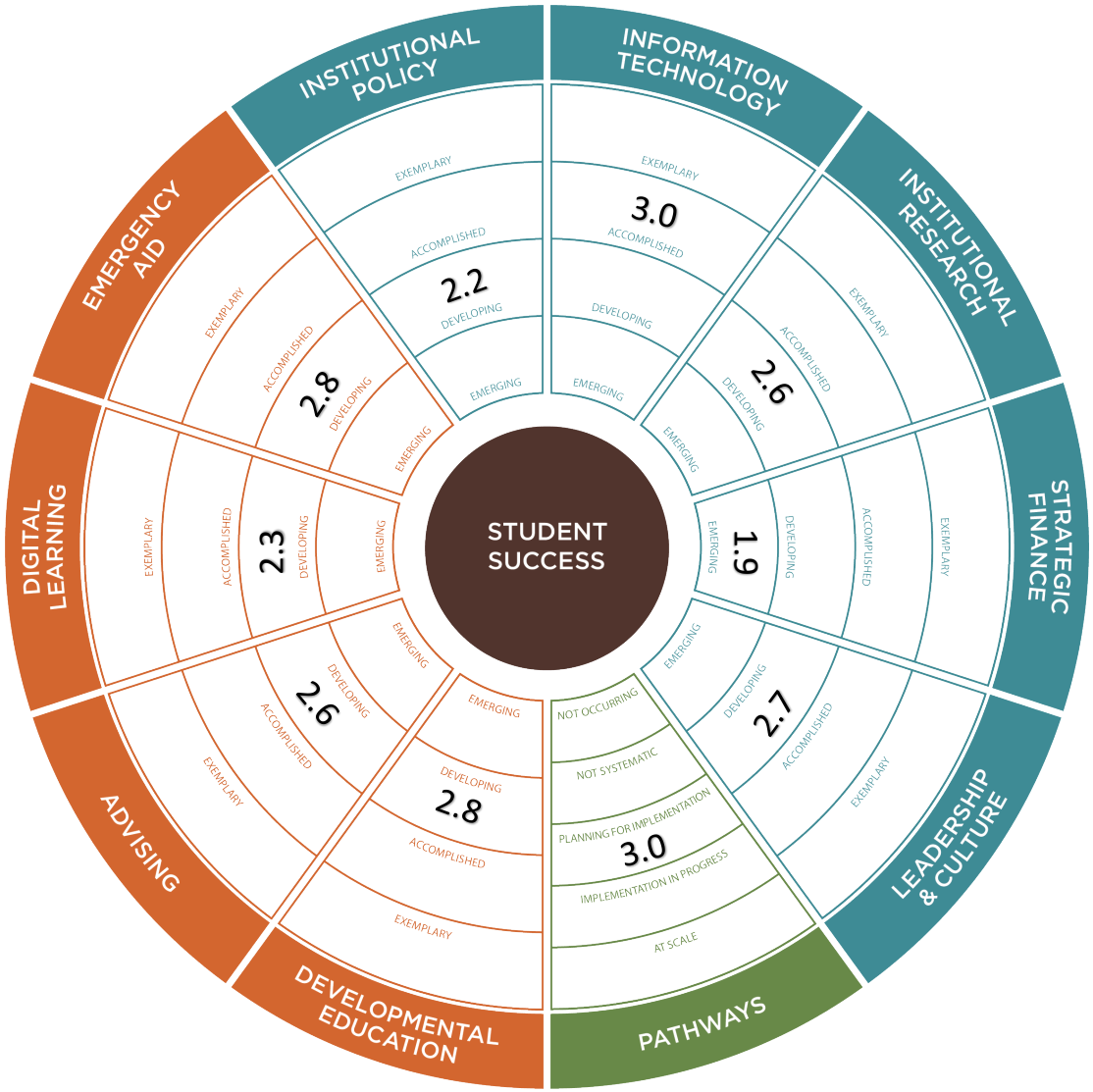
Total Average: 3.3

Order		Indicator	Average
Keeping Students On Path	10	Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	**2.8**
	11	Students can easily see how far they have come and what they need to do to complete their program.	**3.5**
	12	Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	**2.5**
	13	Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	**3.1**
	14	The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	**2.8**
			3.8
Ensuring That Students Are Learning	15	Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	**3.2**
	16	Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.	**3.7**
	17	Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	**3.1**
	18	Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	**2.2**
	19	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	**3.3**
	20	The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	**2.8**

Reflection Questions:

1. *How does your institution use assessment to strengthen pathways on campus?*
2. *How are advisors and students alerted to when students are at risk of falling off their program plans?*
3. *What supports are in place at your institution to help students get back on track?*

OUR RESULTS: OPERATING CAPACITIES



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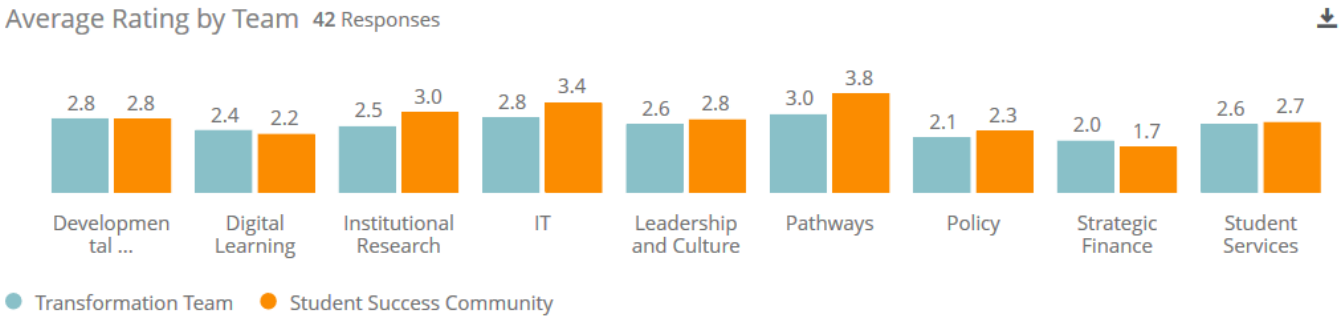

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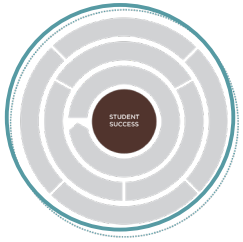
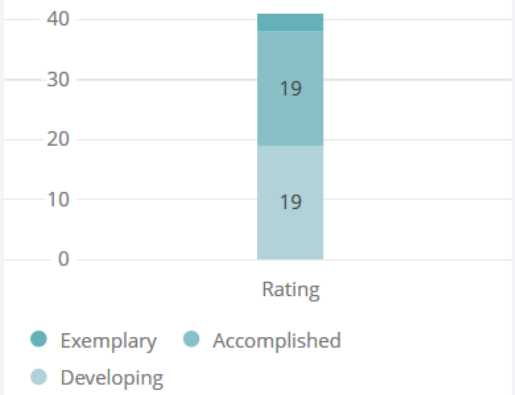
LEADERSHIP & CULTURE

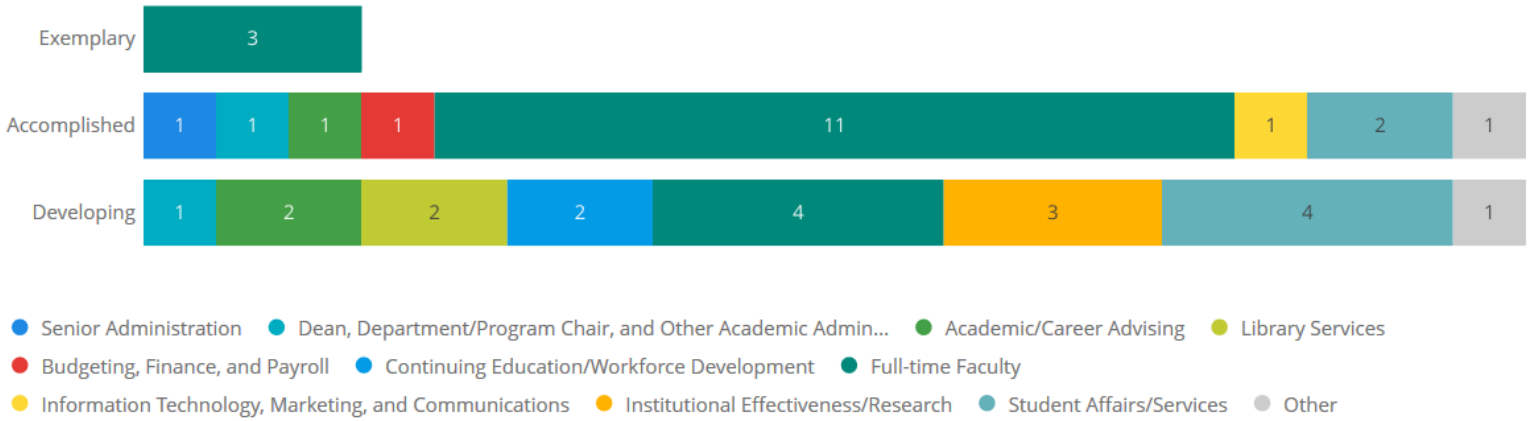
Your institution's ability to develop and lead the execution of a strategic agenda focused on student success.



Number and Scale of Responses N = 41 Responses

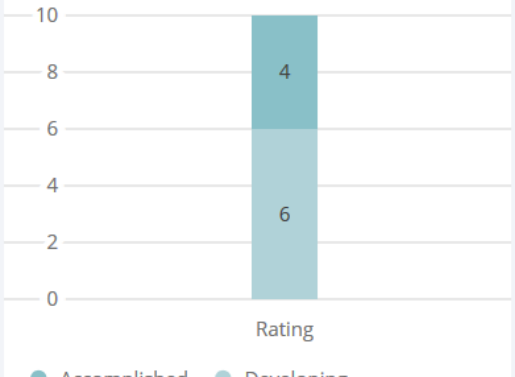


Number of Responses by Role/Function N = 41 Responses



How did just the Transformation Team evaluate our performance in this module?

Number and Scale of Responses N = 10 Responses



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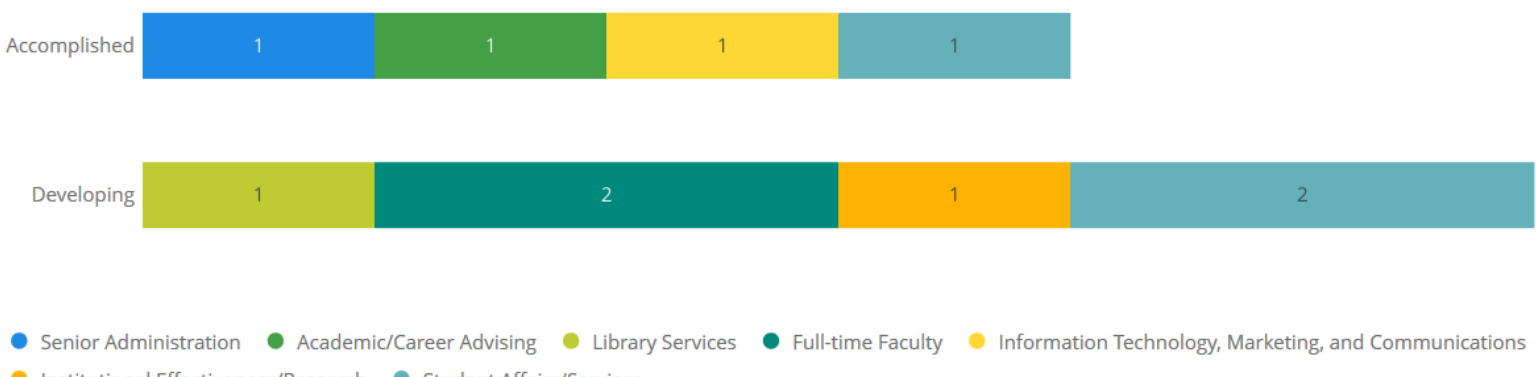

Leadership & Culture

An institution's ability to develop and lead the execution of a strategic agenda focused on student success.

Total Average: 2.7		
Order	**Indicator**	**Average**
1	The institution has articulated clear definitions of student success that are widely shared and used consistently.	**2.5**
2	The institution has established clear, shared definitions of the disparities faced by difference groups of students.	**2.1**
3	The institution's senior leaders prioritize student success efforts.	**3.2**
4	The institution's senior leaders prioritize reducing disparities in students' educational experiences and outcomes.	**2.9**
5	The institution's approach to student success and equity is grounded in an understanding of students' personal goals, lived experiences, and communities of origin.	**2.7**
6	The governing board is invested in student success and reducing disparities in students' educational experiences and outcomes.	**2.8**
7	Opportunities to contribute to leadership and/or governance processes that address student success and equity are available across institutional groups.	**2.3**
8	Leadership of student success and equity efforts is coordinated and collaborative.	**3.0**
9	The institution's leaders support learning and personal growth that will enable individuals to better serve the needs of students from a range of populations.	**2.8**
10	Offices, roles, and responsibilities across the institution are explicitly organized to advance student success and equity priorities.	**2.9**
11	Key leadership teams are composed of individuals who represent the students we are serving- considering race, ethnicity, socio-economic background or education experience.	**2.5**

Reflection Questions:

1. *How does your institution develop a shared definition of the disparities faced by different groups of students?*
2. *What is the role of the governing board in reducing disparities in students' educational experiences and outcomes?*
3. *How does representation of students served influence the composition of key leadership teams?*

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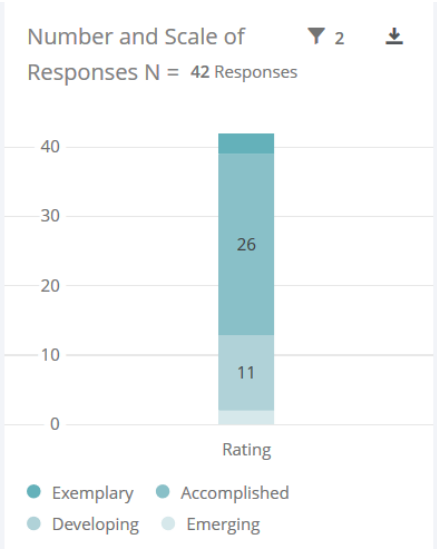
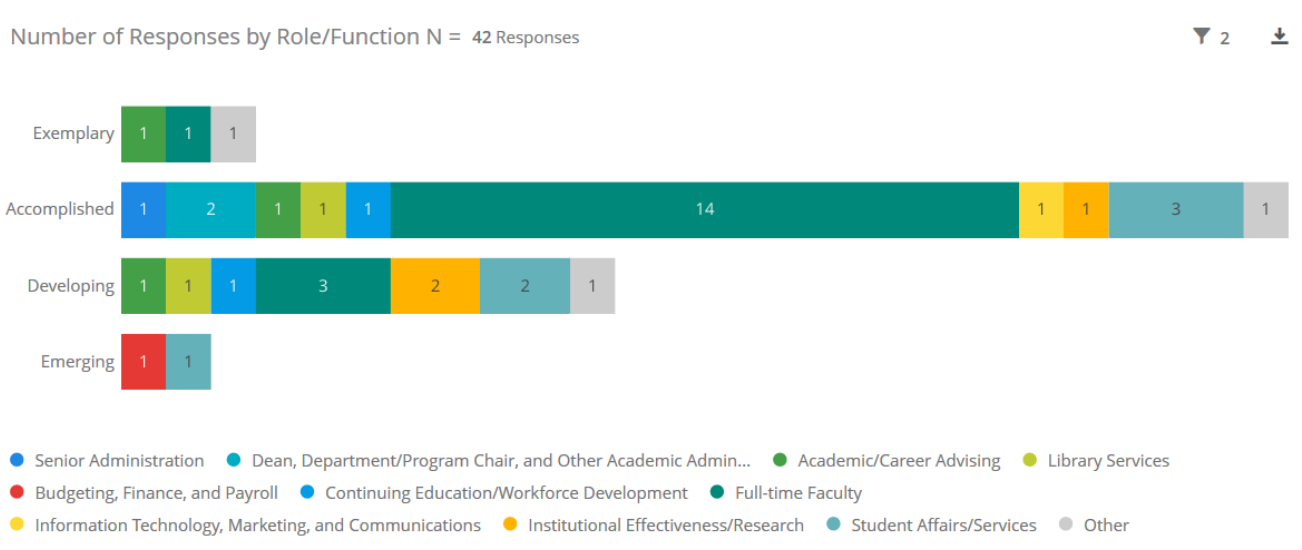
INSTITUTIONAL RESEARCH

The institution's ability to use inquiry, action research, data, and analytics to intentionally inform operational, tactical, and strategic accomplishment of its student success mission. This function— occurring both inside and outside of an institutional research office—provides timely, accurate, and actionable decision support to administrators, faculty, staff, students, and other stakeholders.





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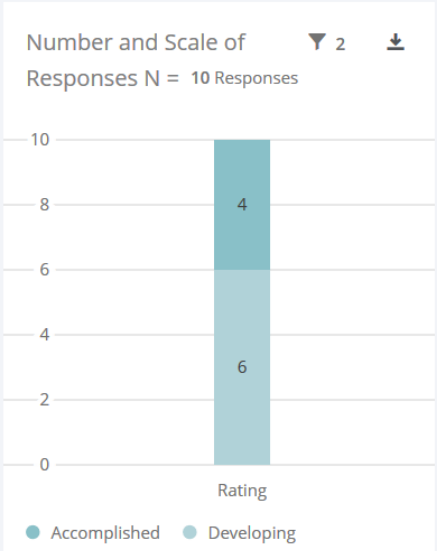

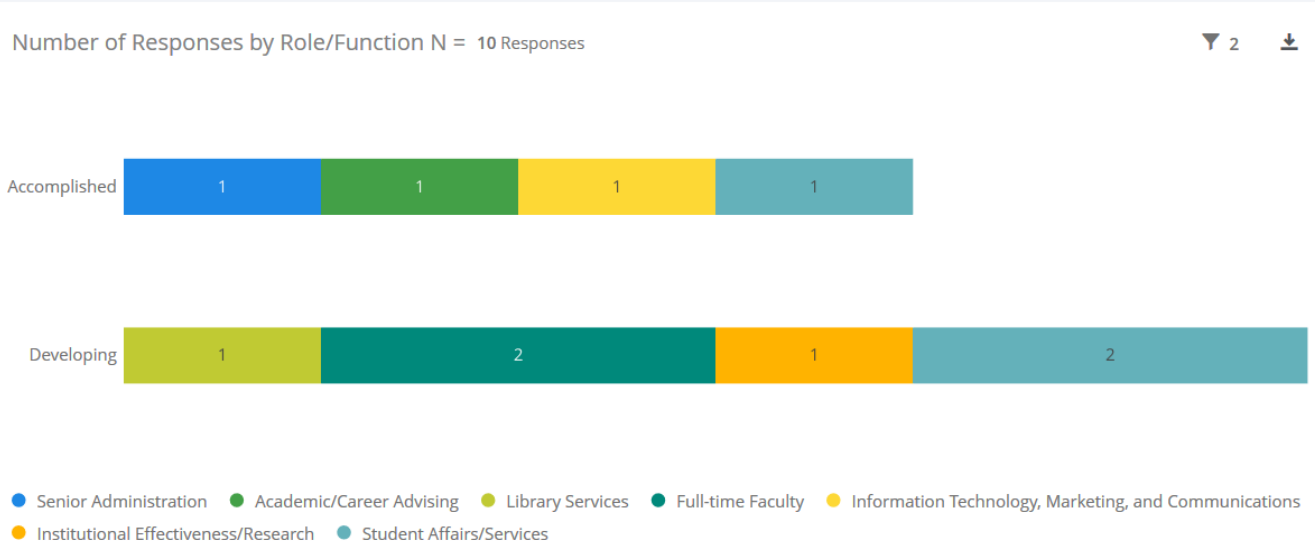

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Institutional Research

An institution's ability to use inquiry, action research, data, and analytics to intentionally inform operational, tactical, and strategic accomplishment of its student success mission. This function- occurring both inside and outside of an institutional research office- provides timely, accurate, and actionable decision support to administrators, faculty, staff, students, and other stakeholders.

Total Average: 2.6

Order	Indicator	Average
1	A culture of data use exists so that data are viewed as valued assets for decision-making and continuous improvement of the institution.	**3.1**
2	Data are used to evaluate the performance of all students, identify needs, and address performance of all students, identify needs, and address performance gaps across populations.	**2.7**
3	The importance of understanding students' life contexts and experiences is clearly defined for all staff.	**2.3**
4	Feedback from students is integrated in decision-making practices across the institution.	**2.6**
5	A culture of inquiry exists so that the institution uses data to address myriad lines of inquiry.	**2.6**
6	Data quality is valued and maintained.	**2.9**
7	Expectations for data literacy for all staff are clearly defined.	**2.1**
8	Professional development is aligned with expectations for data literacy.	**2.1**
9	Data production is coordinated by the institution.	**2.3**
10	Expectations for the use of data in decision-making by all employees are defined.	**1.8**
11	Data for decision-making are available to all employees.	**2.8**
12	Data policies are aligned with the institution's goals.	**3.9**

Reflection Questions:

1. *How does your institution engage all staff in professional development to build data literacy?*
2. *How are expectations for the use of data for decision-making communicated to all employees?*
3. *What importance does your institution place on understanding students' life contexts and experiences?*

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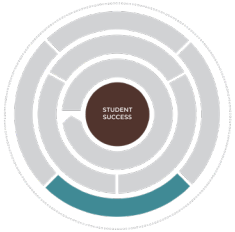
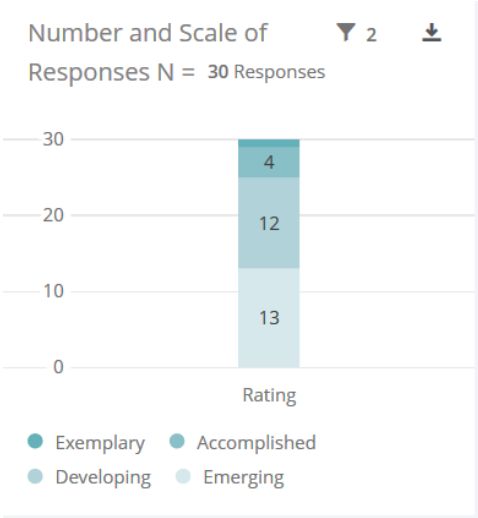
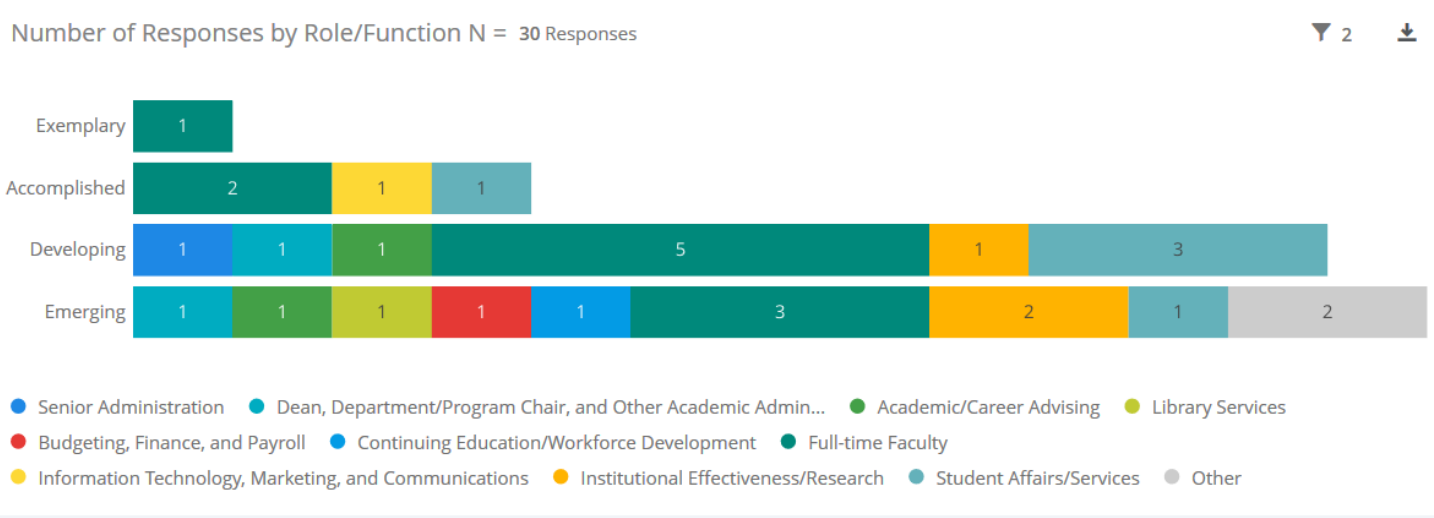
STRATEGIC FINANCE

The institution's ability to strategically and effectively allocate and manage resources in support of the institution's vision, mission, goals, and priority initiatives.







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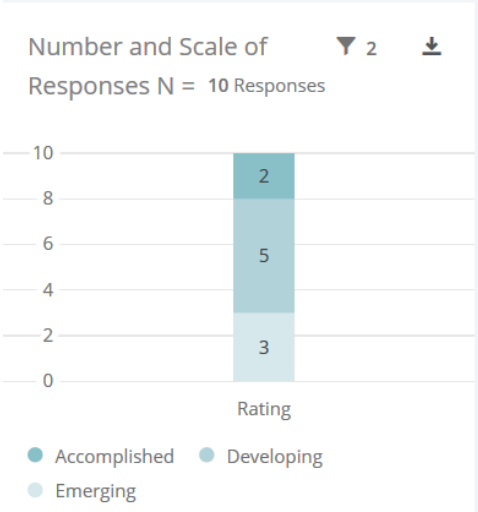

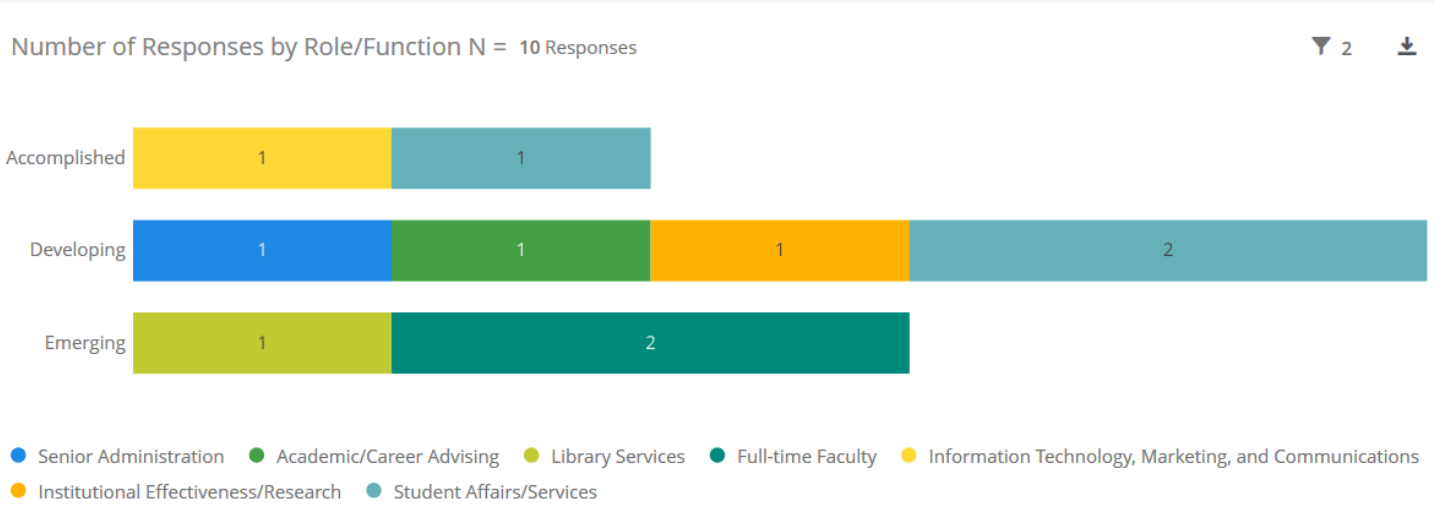

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Strategic Finance

The institution's ability to strategically and effectively allocate and manage resources in support of the institution's vision, mission, goals, and priority initiatives.

Total Average: 1.9		
Order	**Indicator**	**Average**
1	The institution has established clear and shared definitions for equity and student success and included in its business plan metrics to measure the desired outcomes for equity and student success	**1.6**
2	Resource allocations to support success goals for all students are critical to the institution's mission and strategic plan.	**2.1**
3	The institution has a multiyear financial plan, based on data-informed assumptions.	**1.9**
4	The institution uses a cost reporting system that accurately assesses programs and services.	**2.0**
5	Functional units/leadership in units use financial data in their decision making and goal setting.	**2.6**
6	Meaningful incentives are used to improve student success and increase equitable outcomes for students	**1.8**
7	Using relevant performance and cost data, the institution uses a process to assess and regularly report on the financial impact of achieving priority initiatives and outcomes.	**1.7**
8	Metrics and data on institutional financial health are shared with stakeholders and used to inform decision making	**1.4**

Reflection Questions:

1. *What is the role of equitable outcomes in resource allocation decisions at your institution?*
2. *How is data regarding your institution's financial health shared with stakeholders?*
3. *How does your institution use performance and cost data to assess the financial impact of priority initiatives?*

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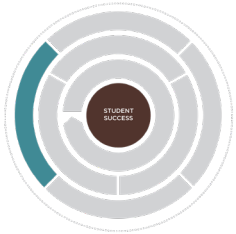
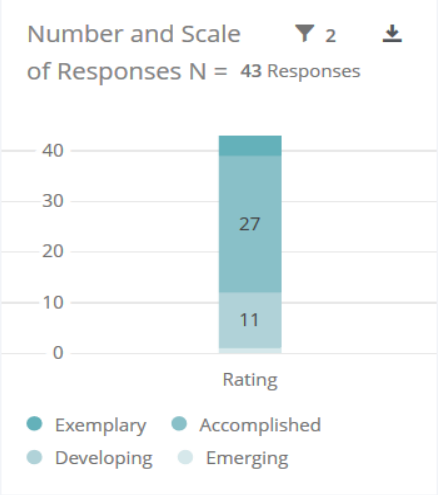
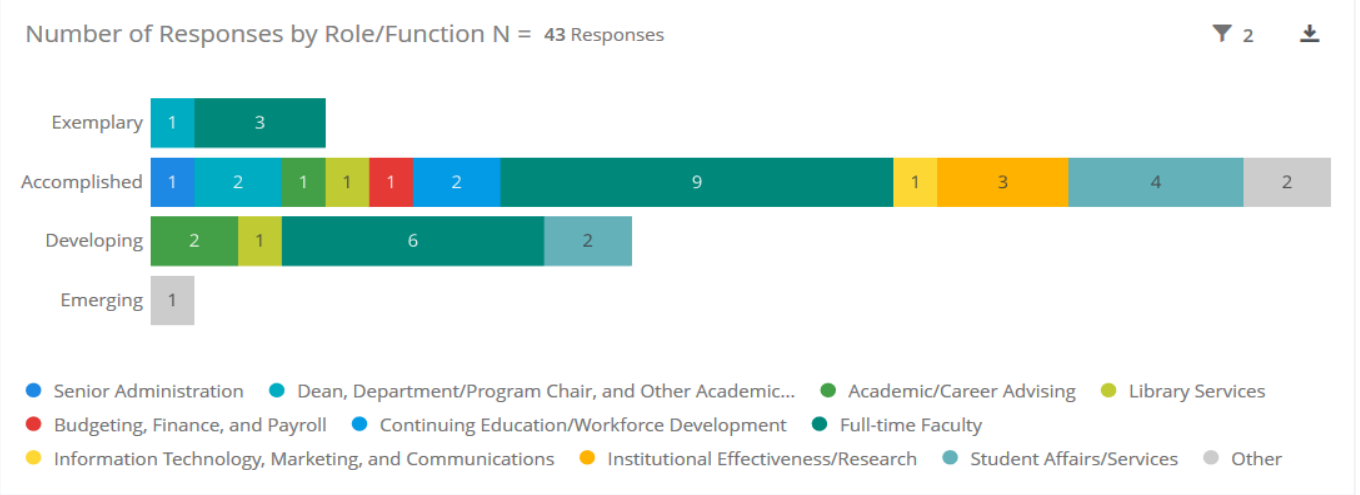
INFORMATION TECHNOLOGY

The institution's ability to provide institutional leadership, faculty, and advisors with tools and information they need to contribute to student success, support students, faculty, and staff with IT solutions, and develop and monitor meaningful student success initiatives.







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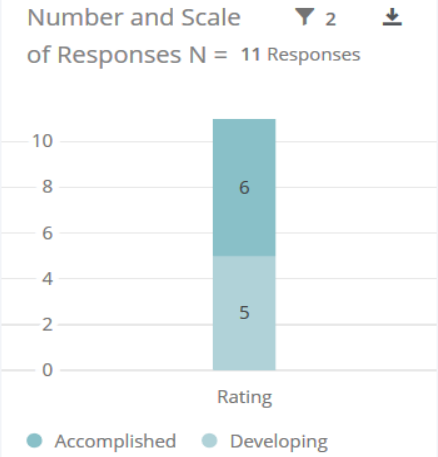

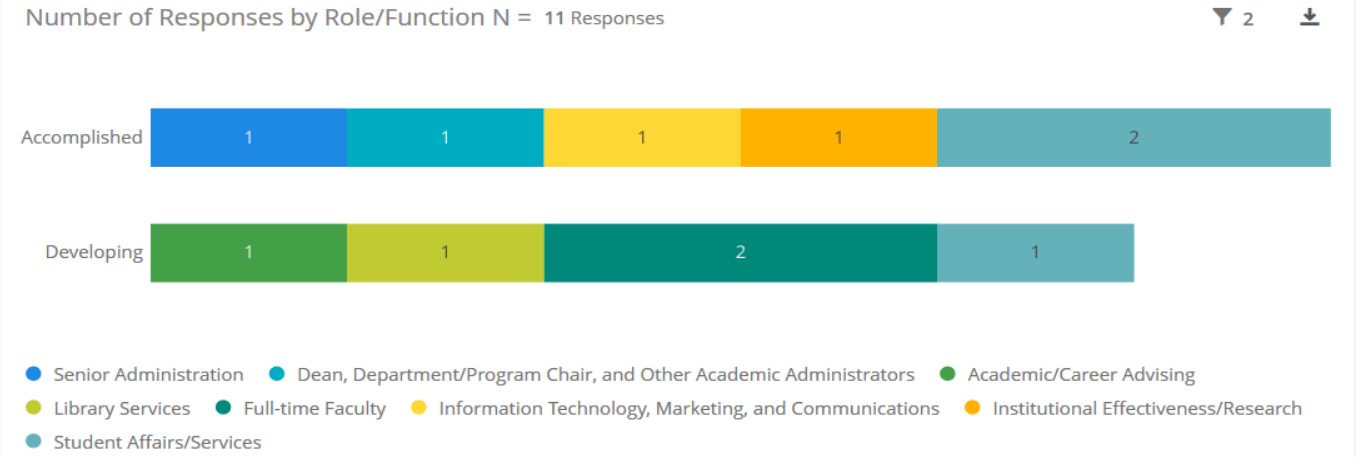

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Information Technology

The institution's ability to provide institutional leadership, faculty, and advisors with tools and information they need to contribute to student success, support students, faculty and staff with IT solutions, and develop and monitor meaningful student success initiatives.

Total Average: 3.0

Order	Indicator	Average
1	IT provides the institution with the technology solutions needed to meaningfully implement student success initiatives.	**3.1**
2	IT effectively partners with functional areas (e.g., registrar, advising, and student services) to meaningfully implement student success initiatives	**3.0**
3	Faculty regularly use technology solutions that support student success	**3.1**
4	Advisors and other related staff regularly use technology solutions that support student success.	**3.4**
5	The institution provides extensive training for users to make effective use of student success technology solutions	**2.5**
6	Student success technology training includes a focus on cultural responsiveness diverse student populations	**2.2**
7	When it makes decisions about student success technology solutions, the institution uses input from multiple stakeholders.	**2.3**
8	Information security policies and practices adequately safeguard data used for student success analytics	**3.0**
9	Data related to student success are effectively shared across systems and stakeholder groups (e.g., SIS, LMS, advising, analytics, etc.).	**2.2**
10	The necessary student success technology solutions are in place and used widely to support course of study planning for degree or credential completion for all students	**3.1**
11	To what degree are technology solutions in place and used across the institution to intervene with students at risk from non-academic factors and improve student outcomes?	**2.2**
12	The student success technology solutions in place are accurate in their tracking of student progress	**3.8**
13	The student success technology solutions in place enable the identification of differential student planning and advising activities by student subpopulations.	**3.5**

Reflection Questions:

1. *What training is provided to those working with student success technology?*
2. *How are relevant stakeholders involved in decision-making about student success technology?*
3. *How do stakeholders access key student success data to use in analytics and reporting?*

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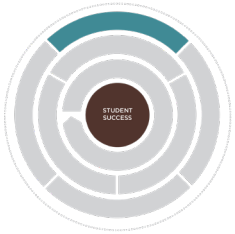
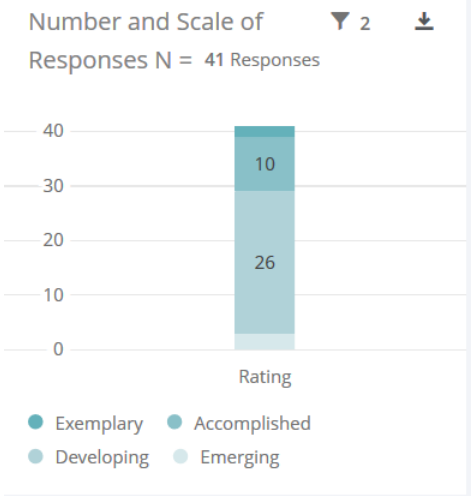
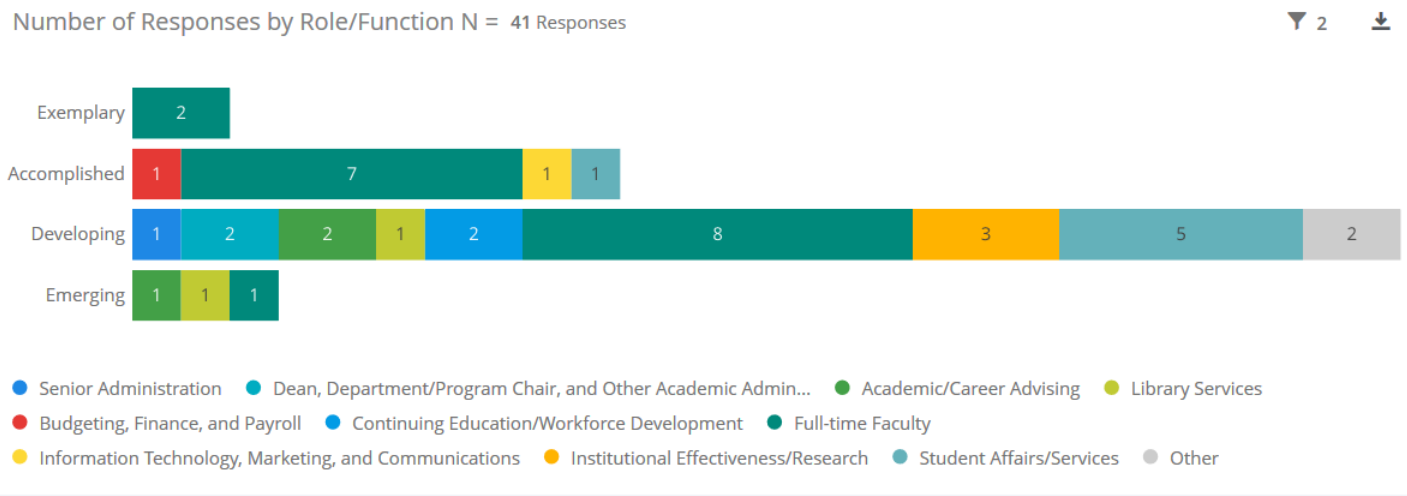
INSTITUTIONAL POLICY

The institution's ability to change institutional policies, processes, and procedures to support, sustain, and institutionalize efforts to improve student success and close equity gaps.







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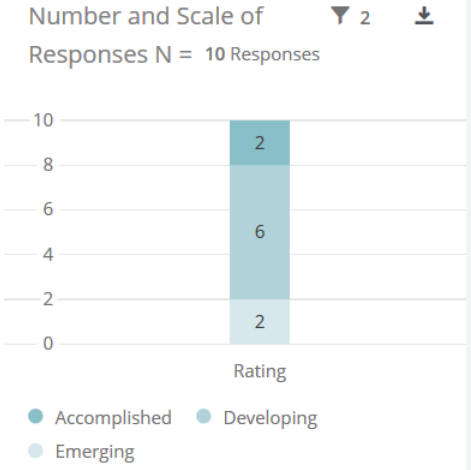

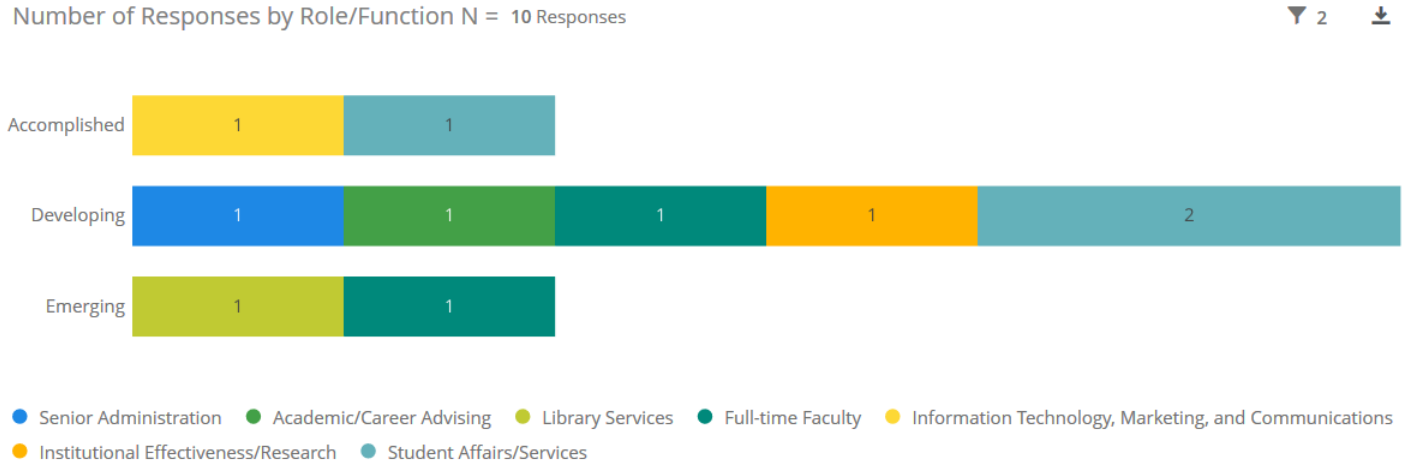

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Institutional Policy

The institution's ability to mobilize the support required to change laws, regulations, rules, protocols, and funding priorities governing operations, whether or not the policies fall within the institution's formal authority to modify.

Total Average: 2.2

Order	Indicator	Average
1	The institution has a clearly articulated definition of student success that is used throughout all areas of the institution, including in the development and refinement of policies and procedures	**2.3**
2	The institution has a clearly articulated definition of equity and guidelines for how equity should be operationalized in the development and refinement of institutional policies and procedures.	**1.9**
3	The institution has a process for regularly communicating student success goals and performance outcomes to appropriate stakeholders	**2.1**
4	The institution has a process for regularly communicating equity-focused goals and performance outcomes to appropriate stakeholders.	**2.1**
5	Data are effectively and consistently used in the development and refinement of institutional policies and procedures, including data that are disaggregated by subgroups within the student population.	**2.8**
6	The institution has developed sophisticated data and analytical tools to inform and guide the development and refinement of institutional policies and procedures focused on achieving equitable student success.	**2.4**
7	The institution has a strong process in place for reviewing institutional policies and procedures related to equitable student success, to identify those in need of refinement or improvement.	**1.8**
8	Institutional leaders possess a comprehensive knowledge of the lived experiences and life contexts of students from across the populations served by the institution and apply this knowledge to the development and refinement of institutional policies and procedures.	**2.2**
9	Achieving equitable student success is prioritized among the institution's competing objectives.	**2.4**
10	The institution creates meaningful opportunities for students to share their experiences and provide feedback on the development and refinement of institutional policies and procedures, and uses insights from student feedback to inform culturally-responsive institutional policies and procedures.	**2.4**
11	The institution engages relevant internal and external stakeholders to develop or refine institutional policies and procedures that support achieving equitable student outcomes.	**2.0**

Reflection Questions:

1. *How is institutional data used to review policies and procedures related to equitable student success?*
2. *What gains in equitable student success could be achieved with real-time & predictive reports on disaggregated data?*
3. *What value does your institution place on engaging with members of underserved communities to develop policies?*

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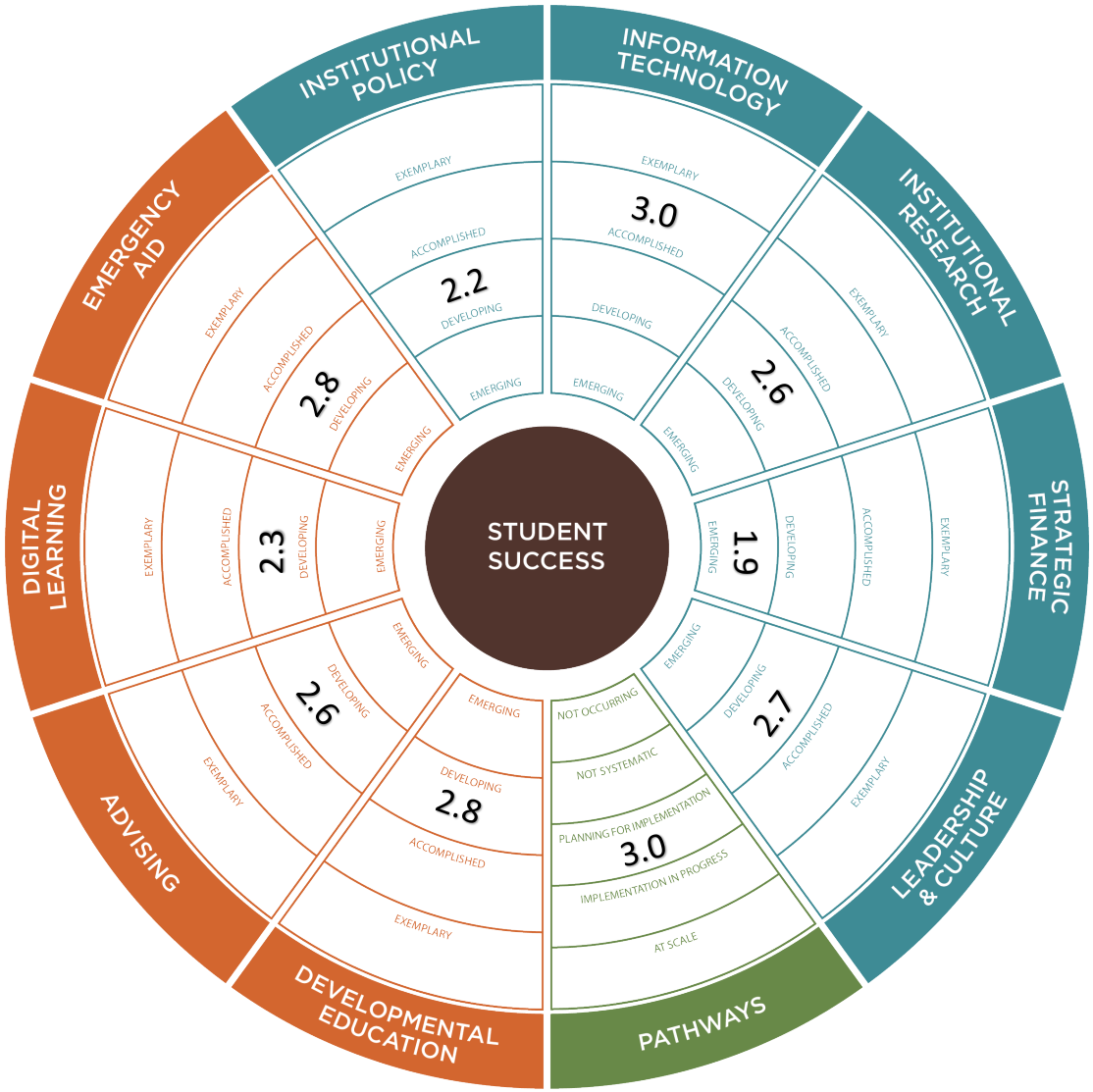
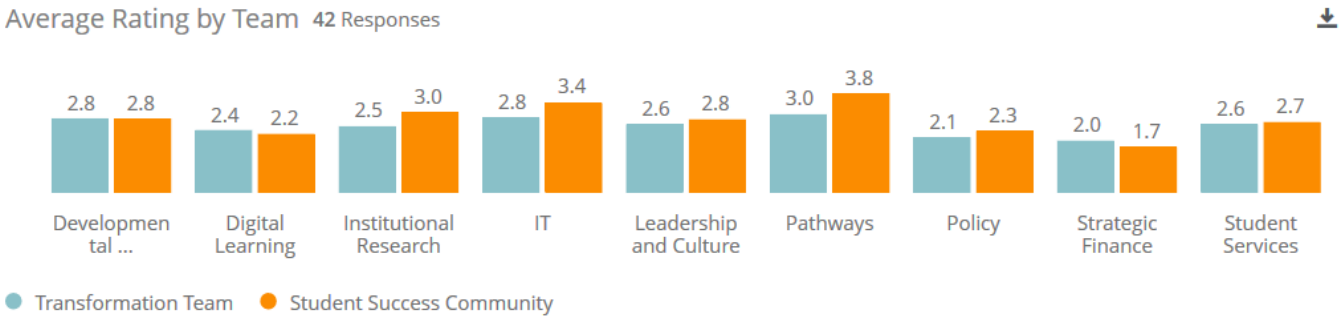
OUR RESULTS: SOLUTION AREAS



QUALITY OF IMPLEMENTATION	NUMERICAL VALUE
EMERGING	1
DEVELOPING	2
ACCOMPLISHED	3
EXEMPLARY	4

SCALE OF ADOPTION	NUMERICAL VALUE
NOT OCCURING	1
NOT SYSTEMATIC	2
PLANNING FOR IMPLEMENTATION	3
IMPLEMENTATION IN PROGRESS	4
AT SCALE	5



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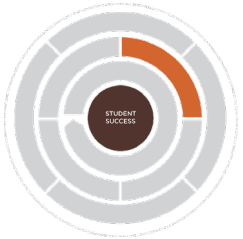
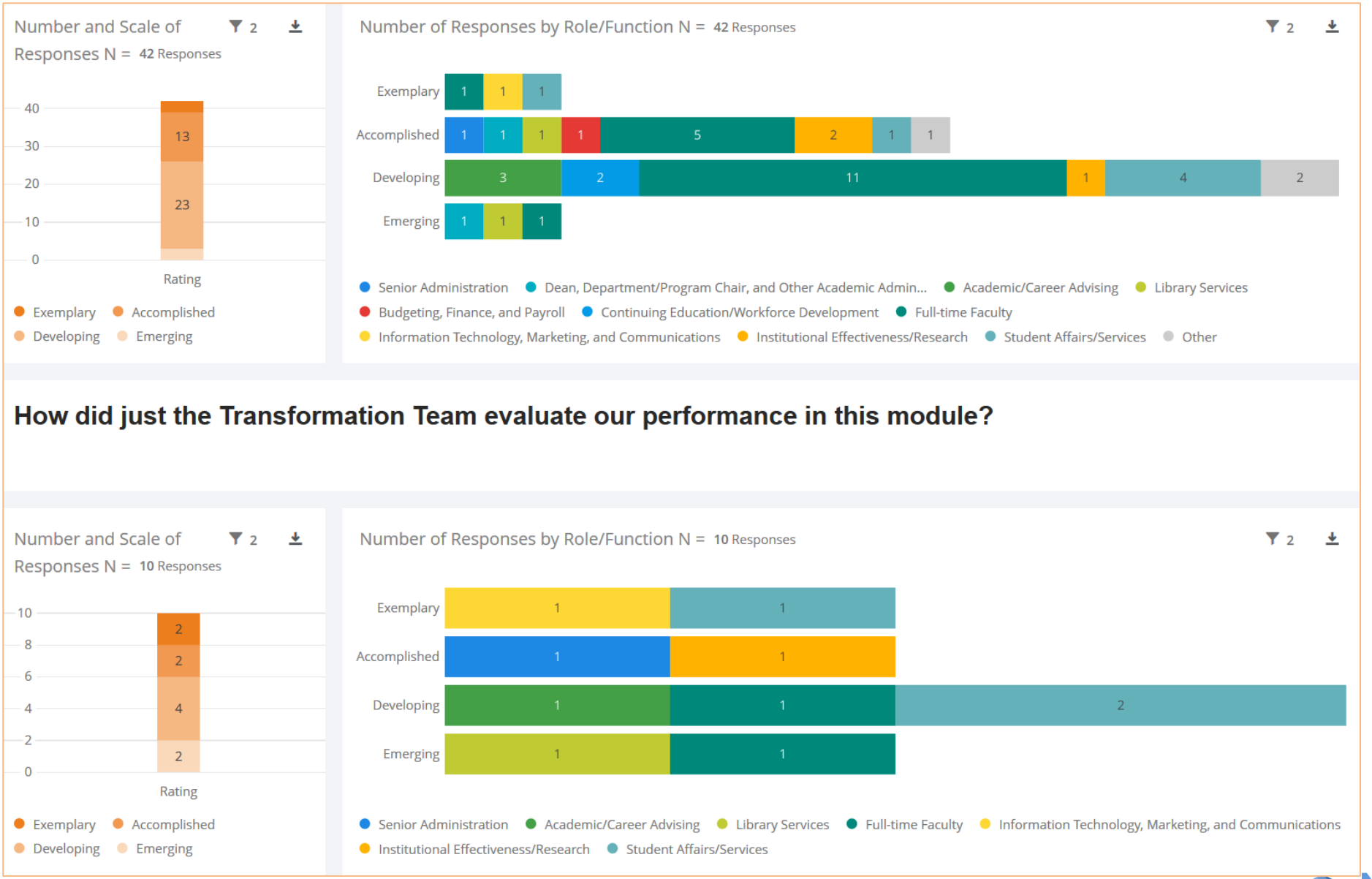
DIGITAL LEARNING

The institution's assessment and implementation of digital technologies and content that augment instruction to promote learning personalization, engagement, feedback, and improved outcomes.





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Digital Learning

The institution's focus on assessing the implementation of digital technologies and content for augmenting instruction to promote learning personalization, engagement, feedback, and outcomes.

Total Average: 2.3		
Order	**Indicator**	**Average**
1	Through academic planning, the institution sets accountable goals and objectives for the implementation of digital learning tools as part of its effort to continuously improve teaching and learning and to promote the closing of equity gaps in learner outcomes, particularly in foundational courses	**1.8**
2	The institution has processes and resources to support access, readiness, and engagement for all learner populations across all learning environments, particularly in foundational courses.	**2.6**
3	The institution supports the understanding of students' lived experiences and incorporates this into culturally relevant pedagogy and inclusive teaching practices and goals for digital learning.	**2.2**
4	Organizational processes are established and streamlined across advising, institutional departments and student support services, to provide a seamless student experience to ensure that all students receive equitable advising.	**2.3**
5	Senior leadership engages with, supports and understands the role of advising and advising experts.	**2.8**
6	The institution identifies and uses appropriate advising technologies (such as course/degree planning, coaching and career planning, student progress tracking, early alerts, learning technology)	**2.0**
7	The institution uses student learning and participation feedback to inform development and refinement of advising and student supports	**2.1**
8	Staff, faculty and administrators understand the institution's unique student/ community population and the aspirations, lived experiences and life contexts of students, and use that information to design and provide culturally responsive student supports.	**2.1**
9	Advisors work with all students on long-term education plans linked to student learning goals, transfer and career plans.	**2.6**
10	Proactive efforts are made by faculty, advisors, and other support staff to ensure key indicators of success are met at appropriate times and to connect students to support services.	**2.0**

Reflection Questions:

1. *How does your institution evaluate the quality and effectiveness of digital learning tools?*
2. *How are digital tools used to support learning objectives, learner engagement, and high impact practices?*
3. *What is the value of integrating student aspirations and lived experiences into digital learning?*

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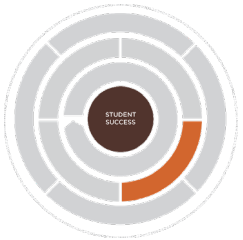
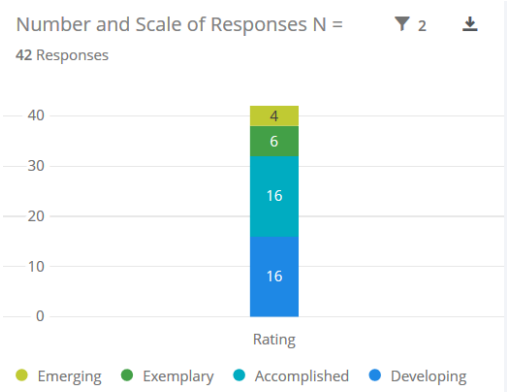
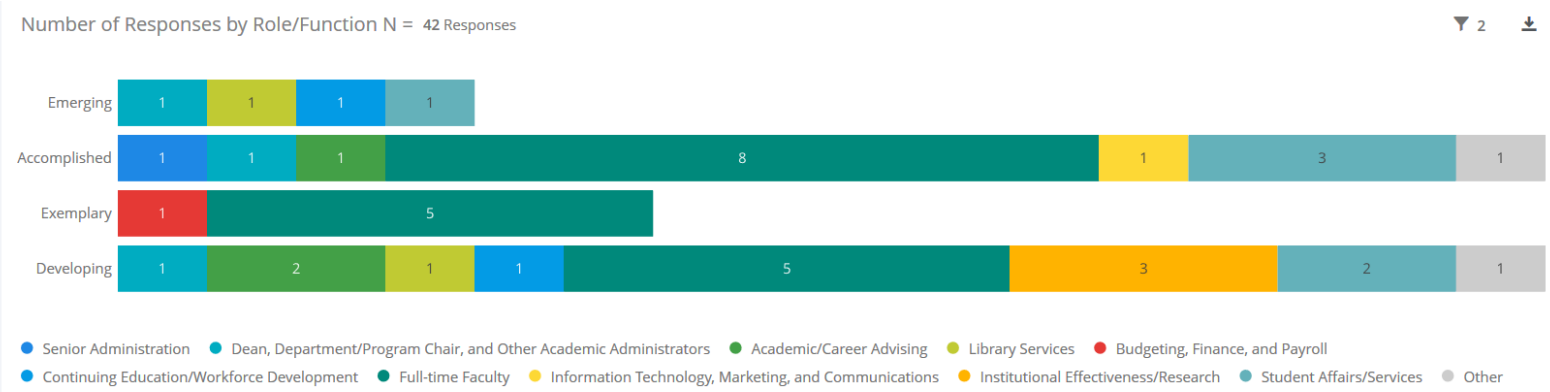
ADVISING

The institution's focus on assessing and improving advising and support services by leveraging technology, creating student services that are proactive, structured, personalized, and sustained—and connect advising and planning.







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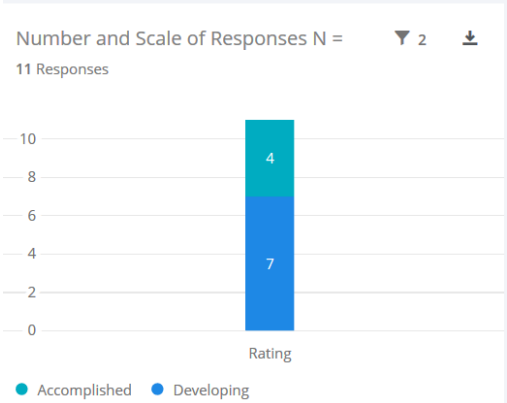

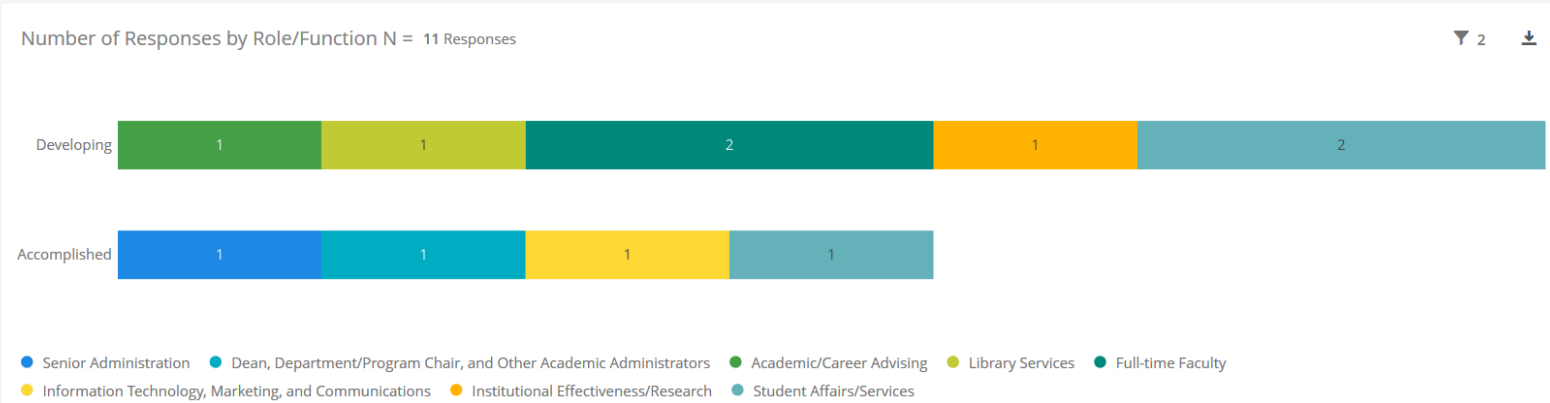

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Advising

The institution's focus on assessing the provision of advising and support services—by leveraging technology—that are proactive, structured, personalized, sustained, and that connect advising and planning.

Total Average: 2.6		
Order	**Indicator**	**Average**
1	The institution has a clear vision of the ideal student experience and clear definition of student success.	**2.7**
2	The institution has established a clear and shared definition for equity and a shared operational understanding of how it informs the way the institution organizes student supports.	**2.1**
3	The institution appropriately supports (with resources) a robust advising and student success agenda with formalized supports.	**2.6**
4	Organizational processes are established and streamlined across advising, institutional departments and student support services, to provide a seamless student experience to ensure that all students receive equitable advising.	**2.3**
5	Senior leadership engages with, supports and understands the role of advising and advising experts.	**3.1**
6	The institution identifies and uses appropriate advising technologies (such as course/degree planning, coaching and career planning, student progress tracking, early alerts, learning technology).	**2.6**
7	The institution uses student learning and participation feedback to inform development and refinement of advising and student supports.	**2.4**
8	Staff, faculty and administrators understand the institution's unique student/ community population and the aspirations, lived experiences and life contexts of students, and use that information to design and provide culturally responsive student supports.	**2.3**
9	Advisors work with all students on long-term education plans linked to student learning goals, transfer and career plans.	**2.6**
10	Proactive efforts are made by faculty, advisors, and other support staff to ensure key indicators of success are met at appropriate times and to connect students to support services.	**2.2**
11	Data is used to inform proactive interventions, promote continuous program and process improvement, and to assess impact on student outcomes (such as intervention, improvement, assessment).	**2.9**
12	The institution provides clear and regular training and professional development to help faculty and primary-role advisors improve their service delivery and contribute to their field.	**3.2**

Reflection Questions:

1. *What culturally sensitive advising and student supports at your institution have demonstrated improved outcomes?*
2. *What resources are provided to support student advising beyond course registration?*
3. *How does your institution provide culturally responsive advising and student support?*

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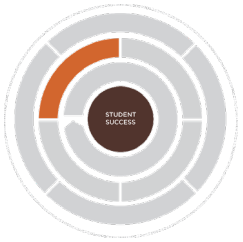
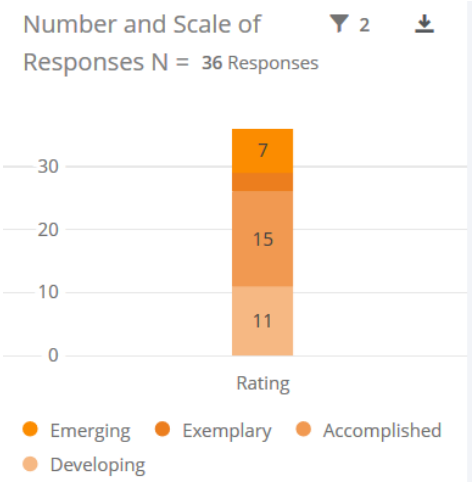
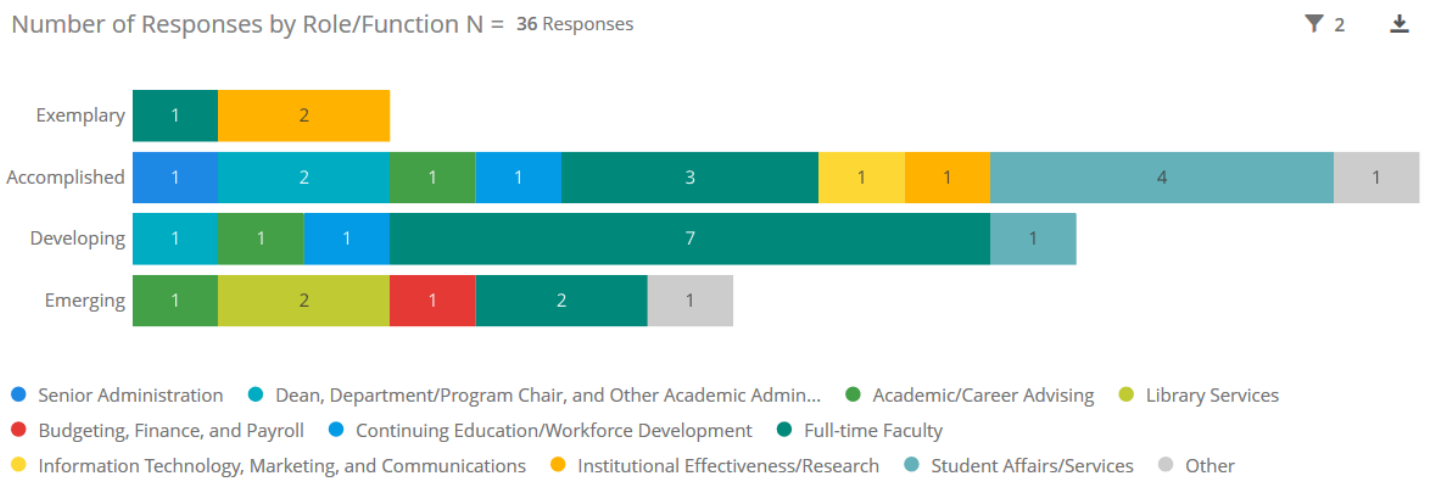
EMERGENCY AID

The institution's ability to build and sustain an emergency aid program that provides timely grants, loans, and/or basic needs support to students facing an unexpected financial crisis.







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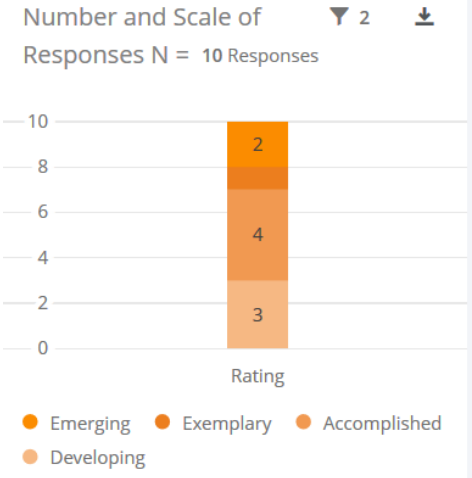

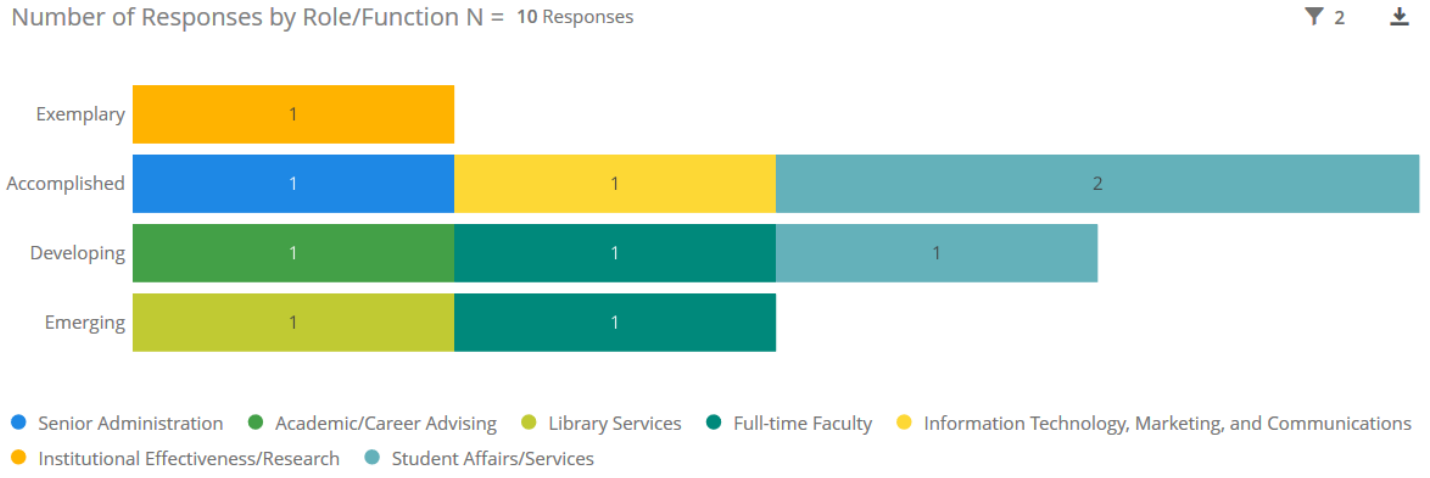

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Emergency Aid

The institution's ability to build and sustain an emergency aid program that provides timely grants, loans, and/or basic needs support to students facing an unexpected financial crisis.

Total Average: 2.8

Order	Indicator	Average
1	The institution's leadership has established a plan for a comprehensive emergency aid program.	**2.4**
2	The institution has access to and makes effective use of data to better understand the financial needs of its student population.	**2.8**
3	The institution has identified and defined the types of emergency aid available to students from across the diverse populations it serves.	**2.4**
4	The institution has identified a team or individual who has clearly defined roles and responsibilities for the emergency aid program's implementation and success.	**2.9**
5	The institution brings together the functions of student affairs, financial aid, and other relevant offices and stakeholders to ensure an institution-wide approach for administering emergency aid	**2.8**
6	The foundational qualifications to receive aid are consistent and defined across the institution.	**3.5**
7	The institution allows staff to use professional discretion in allocating emergency aid based on a student's extenuating circumstances	**3.3**
8	The institution has clearly communicated and streamlined the process for how students can indicate their need for emergency aid and the response they will receive from the institution.	**2.9**

Emergency Aid

The institution's ability to build and sustain an emergency aid program that provides timely grants, loans, and/or basic needs support to students facing an unexpected financial crisis.

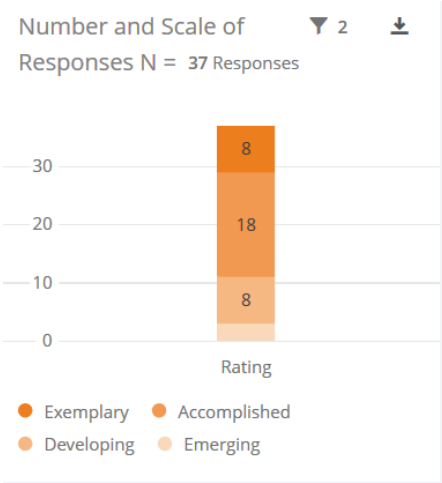
Total Average: 2.8		
Order	**Indicator**	**Average**
9	The institution leverages technology and well-coordinated protocols to receive and process emergency aid requests in a timely manner.	**2.4**
10	The relevant staff are informed about the different types of emergency aid and are able to appropriately direct students.	**2.0**
11	The institution uses various mechanisms to inform students about emergency aid offerings.	**2.4**
12	The institution adheres to relevant state and federal guidelines for distributing financial aid.	**3.3**
13	The institution utilizes the appropriate measures and analyses needed to understand emergency aid's impact on success for all students.	**2.8**
14	The institution allocates and leverages multiple sources to secure sufficient funding for the emergency aid program (i.e., alumni association, donors, operating budget).	**3.0**
15	The institution has built the infrastructure (i.e., people, technology, physical space) to fully implement and manage the emergency aid program to scale.	**2.6**
16	The institution utilizes government and community resources to support the emergency aid program	**3.0**

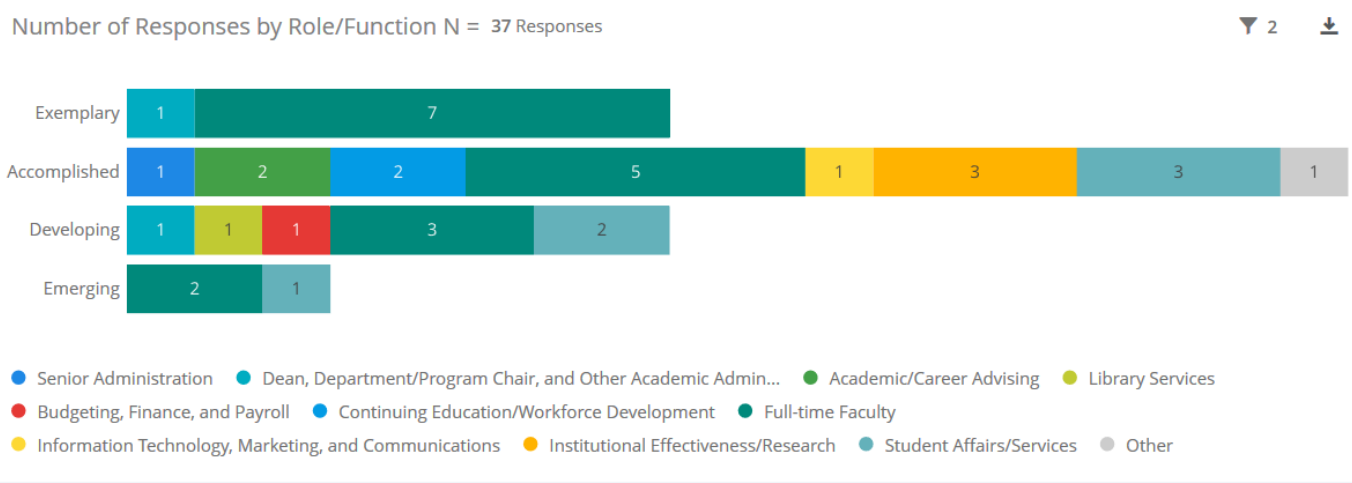
Reflection Questions:

1. *What is the role of faculty and staff in administering emergency aid at your institution?*
2. *What types of emergency aid would best meet the unique needs of students at your institution?*
3. *How do students at your institution find out about emergency aid available to them?*

DEVELOPMENTAL EDUCATION

The institution's capacity for comprehensive and integrated approaches for supporting and expediting students' progression through developmental education to gateway, college-level course success and completion.





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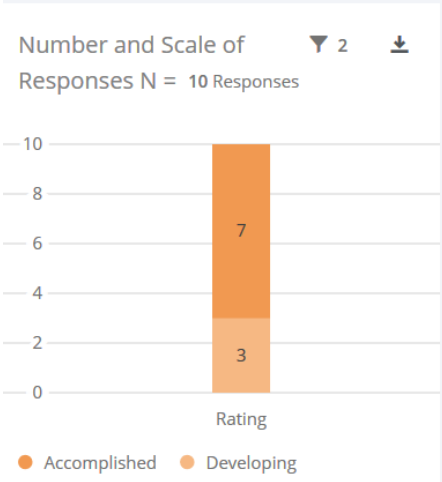

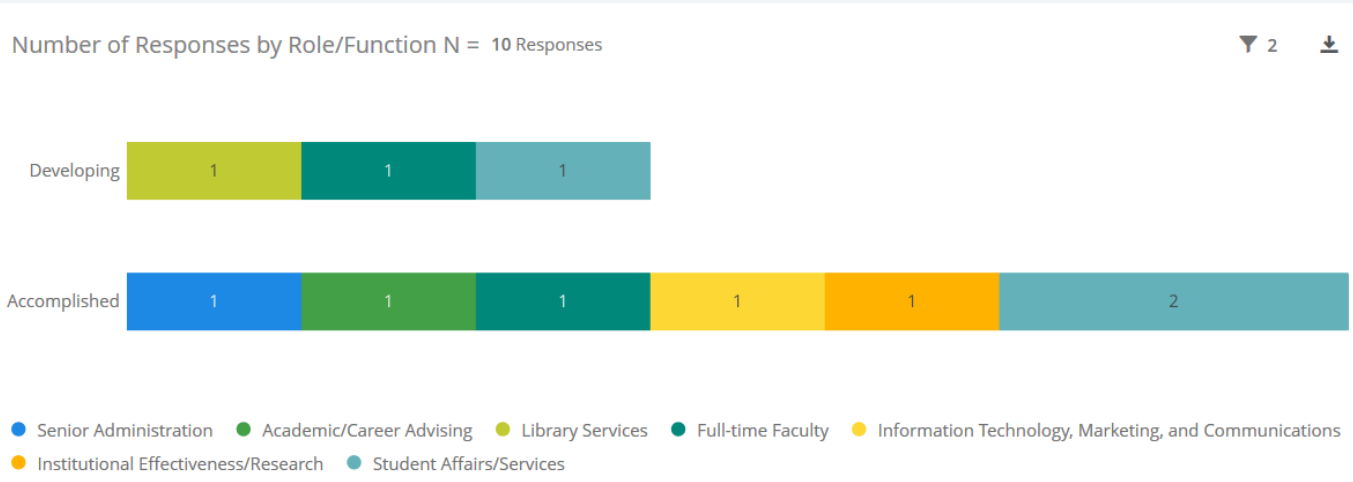

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Developmental Education

The institution's capacity for comprehensive and integrated approaches for expediting students' progression through developmental education to gateway, college-level course completion.

Total Average: 2.8		
Order	**Indicator**	**Average**
1	The institution has clear goals and defined measurable outcomes for Developmental Education, with a focus on equity.	**2.7**
2	The institution provides faculty and staff with regular, high-quality professional learning opportunities that meet their needs and help improve their practices	**2.8**
3	The institution implements processes that maximizes the probability of expediting students' progress through developmental education to college-level courses.	**2.6**
4	The degree to which developmental education content is mapped to college-level coursework.	**3.4**
5	The institution integrates developmental education solutions and associated supports propel students into college coursework in intended program of study	**2.5**
6	The institution embeds students' academic and non-academic supports into developmental education instructional delivery and curriculum.	**3.0**
7	The institution uses multiple measures for accurate student placement.	**3.0**
8	The institution routinely assesses its reform efforts and uses insights to refine reform activities.	**3.1**
9	The institution has implemented developmental education policies and practices to maximize the probability of academic success for all students.	**2.6**

Reflection Questions:

1. *What developmental education programs are in place that improve academic success for all students?*
2. *Where does developmental education fit within academic planning at your institution?*
3. *How does your institution remove barriers to expedite entry into gateway math and English courses?*

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