CONSIDERING STUDENT SUCCESS
WCET Data Analytics Boot Camp 2014
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A commission of the North Central Association

Criterion 4
Teaching and Learning: Evaluation and Improvement
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their learning through processes designed to promote continuous improvement.

Core Component
4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Sub-Components
1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
Sub-Components

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

Eight Patterns of Success

Focusing on Student Persistence and Completion


Patterns

1. Focus on Goals First, then how to evaluate, research and change everything else.
2. Build Commitment and Engagement
3. Develop Leadership and Leaders
4. Find and Use Intact Systems
5. Gather, Disseminate and Talk about Data, Information, Evidence & Technology

FROM DATA TO ACTION

Data & Information

Action

Discussion
What is the relationship between what you value and what you measure?

Measure → Value

RELATIONSHIPS

What do you measure? (Do you measure what you value? Measures fit-to-value?)

What data do you have? (What do you really want to know? Do the data fit your values? Fit your decisions? Fit your questions?)

RELATIONSHIPS

What is the relationship between what you value and what you measure?

Value → Measure

Patterns

6. Build Knowledge Expertise
7. Listen to, Discuss, and Address the Real issues, Challenges, and Pitfalls
8. Begin in many places, proceed in diverse ways, but cover the same ground and expect everyone’s involvement

Karen J. Solomon, Vice President for Accreditation Relations and Director, Standard Pathway Higher Learning Commission of North Central Association
THRIVING INSTITUTIONS

Begin Where it Makes Sense

Navigate to What’s Meaningful & Useful

Persevere