

CREATING A CULTURE OF EVIDENCE

DEVELOPING INTO A CULTURE OF ACHIEVEMENT

THE ROLE OF DATA IN INSTITUTIONAL EFFECTIVENESS

Office of
Institutional Research

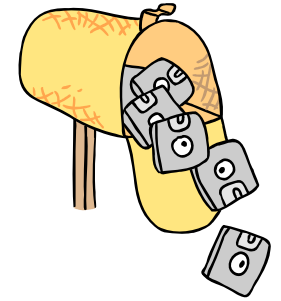
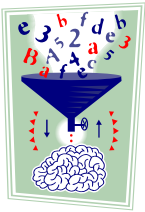


*Research is formalized curiosity. It is poking and prying with a purpose.
Zora Neale Hurston*

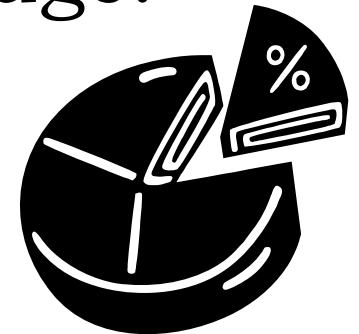
Course Outline

- The Goal of Data and Information
- Levels of Data
- Data and Institutional Culture
- Using Data Effectively
- What Do We Have
- Where is it Found
- What Do We Need

The Goal of Data

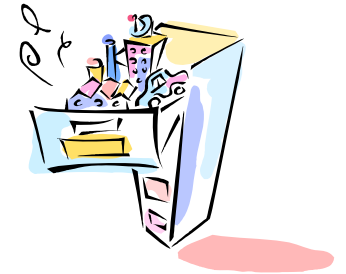


- The goal of data is:
 - to provide an accurate picture of an organization, situation or circumstance and
 - to drive rational decision-making through knowledge.





What is Data?



- It is the direct results of observation or measurement.
- It is the unprocessed, unmanipulated and unanalyzed record.
- Simply, data is just raw information.





Uses of
Data

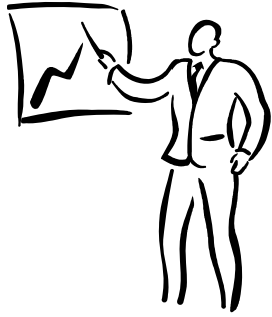


***Data is used as
the basis for
creating
information***

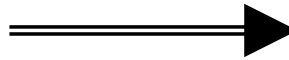


What is Information?

- ❖ Information is data that has been selected, combined, and put into a form that conveys to a given recipient some useful knowledge upon which to base action.
- ❖ It is Feedback that answers questions that often start with how, why, how well, and what.
- ❖ It is actionable intelligence.



Uses of Information



- ✓ Operational Decisions
- ✓ Planning
- ✓ Strategic Decisions



What is the Goal of Information?



MANAGING

INSTITUTIONAL

EFFECTIVENESS

INSTITUTIONAL EFFECTIVENESS

Effectiveness

is the power or capacity
to produce a desired
result.

INSTITUTIONAL EFFECTIVENESS

Institutional Effectiveness is the systematic, on-going process of collecting and analyzing information related to the performance of a unit and how the results of that inquiry are used. Institutional Effectiveness is based on the institutional mission, goals, vision and values and assumes a clear presentation of expected outcomes. It is evidence-based and directed toward improvement. It drives decision-making and priority setting; is integrated with planning and budgeting, and can be translated for public stakeholders.

INSTITUTIONAL EFFECTIVENESS

- Institutional Effectiveness incorporates:
 - Assessment which is related to student learning and development and is usually outcomes-based.
 - Evaluation which is a summary-based process that is focused on judging merit, value or worth. (*Note that the Formal Program Review evaluates the worth, value and merit of programs or activities.*)
 - Accountability which demonstrates an institution's performance measured in quantifiable terms to a public or political audience.

Managing Institutional Effectiveness

- An institution manages its effectiveness when it uses its feedback to improve.
- It is a learning institution because
 - It not only produces students that learn
 - The institution itself learns.

Levels of Data

Data can be transformed into meaningful information/feedback at several levels of complexity.

- Information Profile
- Summary
- Trend/Longitudinal
- Analyzed
- Strategic/Executive

Data and the Institutional Culture

- The level of data generated and used by the institution is a reflection on the institutional data culture.
- There are four levels of data culture:
 - Compliance
 - Inquiry
 - Evidence
 - Achievement

Institutional Data Culture

- 📖 COMPLIANCE refers to a focus on accountability or managing operational functions.
- 📖 INQUIRY focuses on answering the question “Where are we now?”
- 📖 EVIDENCE focuses on answering the question “How well are we doing?”
- 📖 ACHIEVEMENT focuses on answering the questions “Are we doing what we said we would do?” and “How well did we do it?”

Data and the Institutional Culture

<u>Institutional Data Culture</u>	<u>Level of Data Generated</u>
Compliance	Information Profile Summary
Inquiry	Trend Analyzed
Evidence	Strategic/Executive
Achievement	Evidentiary-based Strategic data actively used for learning and improvement

Institutional Effectiveness and the Institutional Data Culture

<u>Institutional Effectiveness Activity</u>	<u>Institutional Data Culture</u>
Accountability	Compliance
	Inquiry
Evaluation	Evidence
Assessment *	Achievement

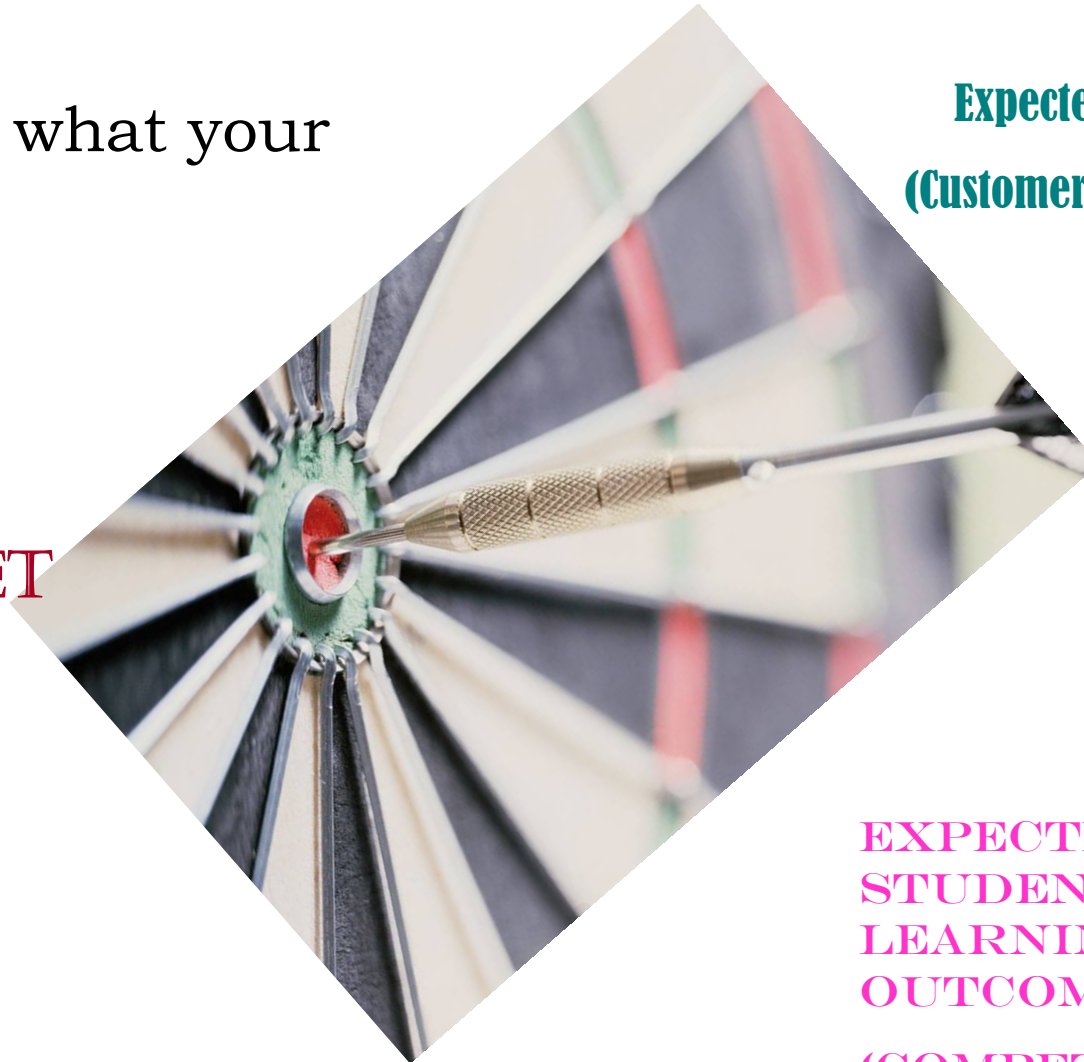
** In this context, assessment is intended to refer to an empirical process designed to look at outcomes to improve both student and institutional learning and development with an eye toward its mission and goals.*

Using Data Effectively

Know what your

TARGET

is.

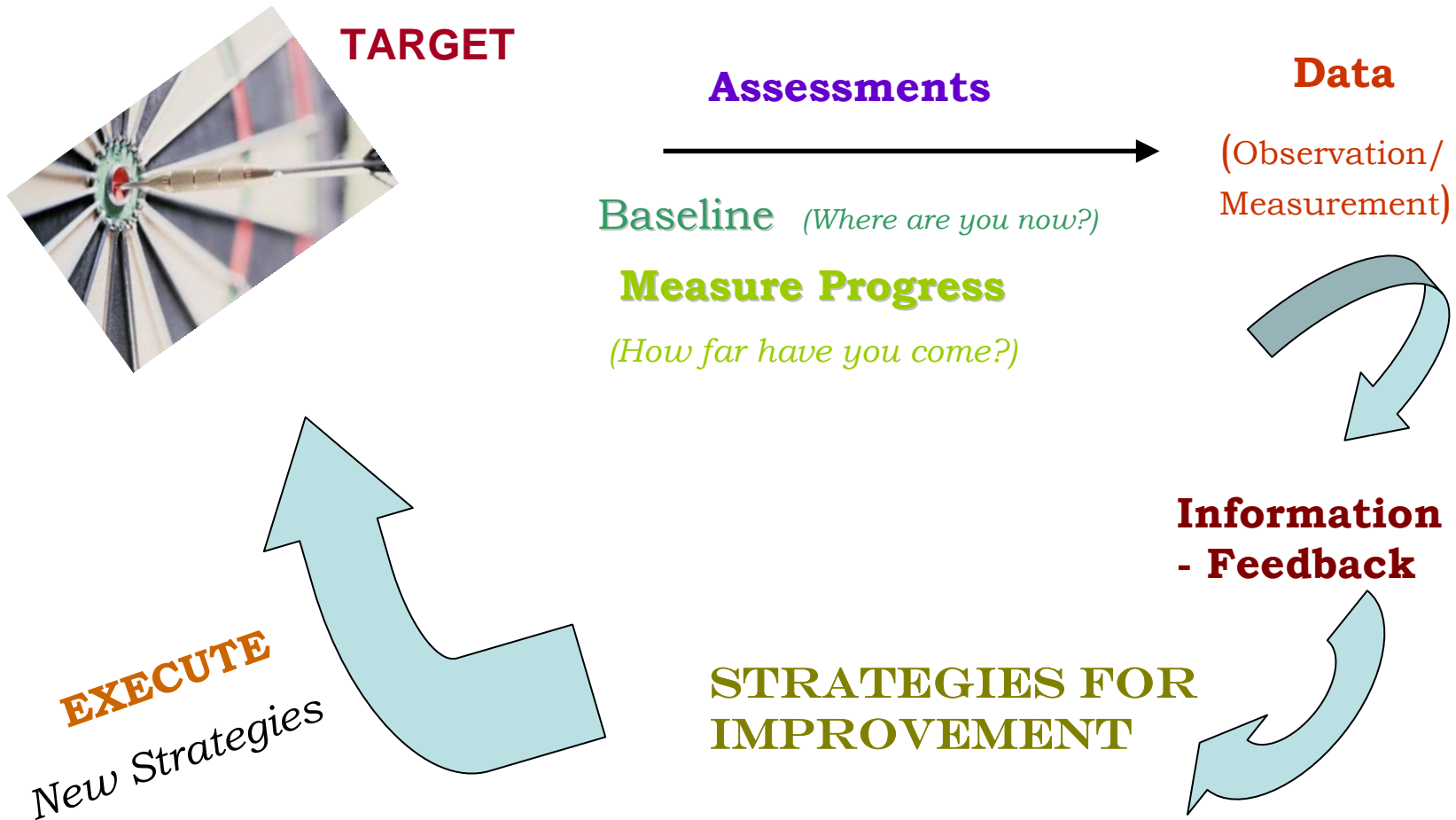


Expected Service Outcomes
(Customer Satisfaction Levels)

EXPECTED
PERFORMANCE
OUTCOMES
(BENCHMARKS)

EXPECTED
STUDENT
LEARNING
OUTCOMES
(COMPETENCIES)

Using Data Effectively: Understanding the Data Cycle



Measuring Expected Service Outcomes

- ◆ Service Outcomes are established by the standard of **customer service**, not office production, that the institutions expects will be provided to its students.
- ◆ An Administrative function could best be defined as a student support office that provides no co-curricular activities.
- ◆ The standards can be set for any administrative function including:

Admissions	Financial Aid	Registrars
Bursar	Campus Police	Bookstore

For those offices that provide both an administrative as well as a co-curricular function, service outcomes can be established for the administrative element of the office.

Measuring Expected Service Outcomes

- 👍 Indirect sources of evaluation include standardized student opinion surveys.
- 👍 Direct sources of evaluation include:
 - 💡 Successful Problem Resolution.
 - 💡 Turn-around time for processing student paper work and requests.
 - 💡 Onsite student evaluation of their experience.
 - 💡 Availability of desired product and rating of product quality.
 - 👍 Wait Times
 - 💡 Accessibility and ease of use.

Measuring Performance Outcomes




- ⌚ Performance outcomes represent how well the institution is carrying out its stated mission and accomplishing its goals.
- ⌚ Performance objectives can be established at the institutional level as well as the programmatic level.
- ⌚ Standard performance measures include:

Access
Affordability
Course Completions
Persistence Rates
Progress to Goal
Graduation Rates
Job Placement
Transition to College Level
K-12 Collaborations
Community Outreach
Economic Development Activities

Measuring Performance Outcomes

- ❁ Benchmarks for performance outcomes can be established by:
 - ❁ Internal Strategic Decisions
 - ❁ Legislative Mandates
 - ❁ Federal Mandates
 - ❁ Accrediting Agency Mandates
- ❁ Comparative evaluations can be done through trend analysis, peer analysis or national average comparisons.

Measuring Student Learning Outcomes

-  Student learning outcomes include both academic and co-curricular learning.
-  It measures the degree to which the student has attained the standard of an “educated person” as defined by the institution.
-  It measures both programmatic competency and the command of the required general education competencies.

Measuring Student Learning Outcomes

- † Student competency is measured through both formative and summative assessments.
- † Assessment strategies are developed based on the mission and structure of the institution but numerous instruments are available to support assessment activities.
- † Programmatic and Co-curricular service reviews provide a formalized structure to codify and analyze assessment results.

What Do We Have?

- Academic Standings
- Admissions Information
- Degrees Conferred
- Enrollment
- Enrollment 1993-2000
- OTHER INFORMATION
- president
- Registration
- 5 yr Total HDCT Review F97 to F01.xls
- 95 - 05 Summary of New and Continuing by School.xls
- 98 Summer-2000SCE HDCT-CRDSOLD -SCE CLASS LIST.xls
- 99 - 03 Fall to Spring Returned.xls
- 99 Fal- 02 Spr HDCT-CRDSOLD DAY-DSCE CLASS LIST.xls
- 2000 Summer- 2002 Spr HDCT-CRDSOLD - End Of Term.xls
- 2001-2004 By Program New and Continuing.xls
- 2001 to 2002 Fall Enrollment Trend Analysis .xls
- 2001-Present Electronics Cluster Fall Enrollment.xls
- 2003-2005 Fall Enrollment Overview.doc
- 2003-Present Electronics Cluster Spring Enrollment.xls
- Analysis of Fall 2003 ICT Profile.doc
- BHE EER2 2002 Fall Admit & Enroll Data Request.xls
- BHE EER2 2003 Fall Admit & Enroll Data Request.xls
- BHE EER2 2004 Fall Admit & Enroll Data Request.xls
- BHE EER2 2004 Fall Updated Admissions Data.xls
- BHE EER2 2005 Fall Admit & Enroll Data Request.xls
- BHE Fall 2003 Courses.xls
- BHE Fall 2003 Enrollment Reports.xls
- BHE Fall 2003 Summary Enrollment.xls
- BHE Fall 2004 Courses Verification Reports.xls

- BHE Fall 2004 Enrollment Reports.xls
- BHE Fall 2005 Courses Verification Reports.xls
- BHE Fall 2005 Enrollment Reports.xls
- BHE Spring 2004 Enrollment Reports.xls
- BHE Spring 2005 Courses Verification Reports.xls
- BHE Spring 2005 Enrollment Reports.xls
- BHE Spring 2005 Summary Enrollment.xls
- BHE Spring 2006 Enrollment Reports.xls
- BHE Spring 2006 Enrollment Summary Reports.xls
- BHE Trendbook 2005 Final.pdf
- COMPARISON - BEGINS SUMMER 01.xls
- COMPARISON - ONE COLLEGE BEGINS FALL 03.xls
- COMPARISON - ONE COLLEGE BEGINS SPRING 03.xls
- COMPARISON REPORTS-DAY FALL 88-03.xls
- COMPARISON REPORTS-DAY SPRING 88-03.xls
- COMPARISON REPORTS-SCE FALL 01-02.xls
- COMPARISON REPORTS-SCE SPRING 02-03.xls
- EER2 2002FALL
- EER2 Corrections Fall 2003.xls
- EIS INFORMATION LISTING.xls
- F95 - S04 Internal Registrations Graph.xls
- F95 - S04 Internal Registrations LineGraph.xls
- Prior to Datatel-Program Codes-Titles.xls
- quick 95-05 by School Summary of New and Continuing.xls
- quick 1995-2005 BY PROGRAM FROM COGNOS.xls
- quick 1995-2005 NEW CONTINUING BY PROG FROM COGNOS2.xls
- quick 1995-2005 NEW CONTINUING BY PROG FROM COGNOS.xls
- Spring 2006 Course Verification Reports.xls


What Do We Have?

- **Institutional Overview**
- [STCC Fact Book 2002](#)
- **Fall Demographic Enrollment**
- [Profile of Fall 2001 Enrollment By Race](#)
- [Profile of Fall 2002 Enrollment By Race](#)
- [Profile of Fall 2003 Enrollment By Race](#)
- [Profile of Fall 2004 Enrollment By Race](#)
- [Profile of Fall 2005 Enrollment By Race](#)
- **Fall Institutional Credit Activity**
- [Profile of Fall 2002 Credit Hours Generated](#)
- [Profile of Fall 2003 Credit Hours Generated](#)
- [Profile of Fall 2004 Credit Hours Generated](#)
- [Profile of Fall 2005 Credit Hours Generated](#)
- **Programmatic Enrollment**
- [Fall 2001 Programmatic Enrollment](#)
- [Fall 2002 Programmatic Enrollment](#)
- [Fall 2003 Programmatic Enrollment](#)
- [Fall 2004 Programmatic Enrollment](#)
- [Fall 2005 Programmatic Enrollment](#)
- **Institutional Enrollment Overview**
- [Institutional Annual Enrollment Profile](#)
- [Institutional Fall 2003 Enrollment Overview](#)
- [Institutional Fall 2004 Enrollment Overview](#)
- [Institutional Fall 2005 Enrollment Overview](#)
- **Graduates**
- [2001_2002 Graduates](#)
- [2002_2003 Graduates](#)
- [2003_2004 Graduates](#)
- [2004_2005 Graduates](#)
- [STRK Graduation Rate Statement Fall 1999 Cohort](#)
- [STRK Graduation Rate Statement Fall 2000 Cohort](#)
- [STRK Graduation Rate Statement Fall 2001 Cohort](#)
- [STRK Graduation Rate Statement Fall 2002 Cohort](#)

Where is it found?

 EIS information is located at:

 G:\EIS

 Institutional Research reports can be found at:

 <http://intranet.stcc.edu/InstitutionalResearch/>

Please note that many external reports and special request internal reports are also available in Institutional Research for review at any time. Additional information including retention data will be added to the intranet during the Fall 2006.

What Do We Have?


Exercise:

 Using the Levels of Data Handout,

 Rank what we have (what level is it?)


 What purpose does it serve?


 Identify the audiences (offices) for whom what we have is INFORMATION.

 Discuss what would need to be done to make what we have information for you and for what purposes.


What Do We Need?


Exercise:

 Based on your answer to the final question in the prior exercise:

 What do you need to know?

 What question are you really asking?

 At what level of data must you receive the response for it to be useful information (actionable intelligence)?


 What tools or technology do you believe would be necessary to make that information the most timely and accessible to you?

Understanding the STCC Data Culture

 Exercise:

 Based on the level of data that is
INFORMATION for you,

 What data culture operates in your area?

 What data culture is needed to support
and internalize the legislative
performance measure mandates?

 What data culture is needed to support
the NEASC standards?