

Introduction to Institutional Research Career Series

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El Centro College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

1966



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Eastfield College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

1970



Mountain View College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

1972



Richland College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT



Cedar Valley College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

1977



North Lake College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

1978



Brookhaven College

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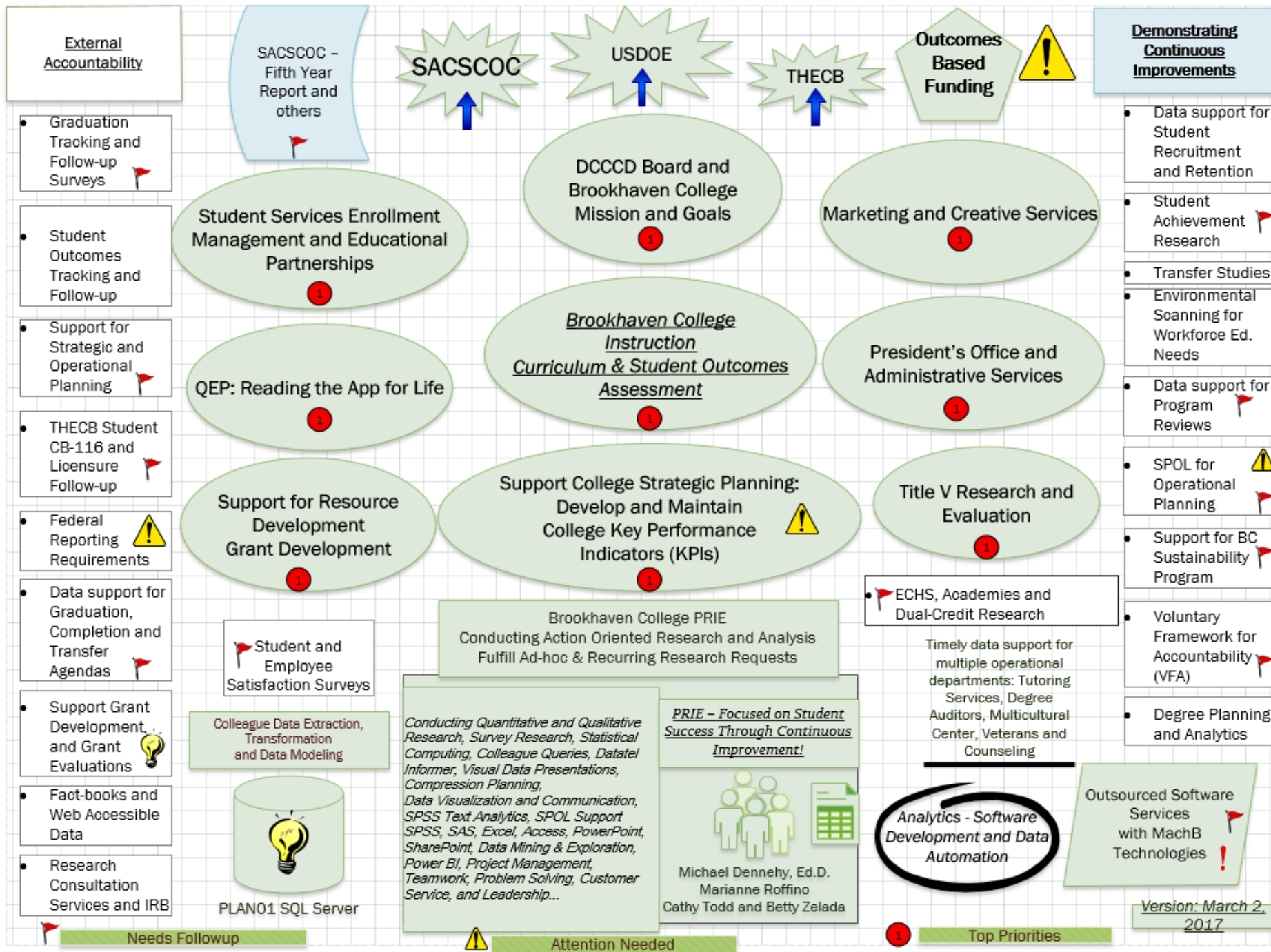
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Institutional Research in the New Higher Education Landscape

- Accessibility
- Affordability
- Accountability
- Sustainability
- Differentiation





	<u>SACS-Accreditation and Reaffirmation- a continuous process</u>	<u>THECB</u>	<u>Planning for Continuity</u>
Planning	<ul style="list-style-type: none"> Increasing the sophistication and integration of our planning system to include QEP assessment and dashboards – metrics increase. The continuous improvement process is institutionalized. Training time increases. 	<ul style="list-style-type: none"> Planning a system to monitor student milestones and completions for Brookhaven College – as an independently accredited institution. This will impact funding in the future. 	<ul style="list-style-type: none"> Increased planning support for the QEP director and the QEP program over 5 years. Process mapping and improvements Planning support will increase as we implement usage of the assessment after the strategic planning sessions College Key Performance (KPS's) indicators are identified and tracked – annually
Research	<ul style="list-style-type: none"> Student tracking and Surveys Student completion Research support for QEP GIS – Service Area Mapping Assessment Implementation Outcomes – Educational Programs Administrative Outcomes Student Services Outcomes Comprehensive research studies to support programmatic decisions for improvements Public Service – New area of assessment <p>Timeliness...is critical for decision support</p>	<ul style="list-style-type: none"> Possible IPEDS Reports for DOE CB116 Student Follow-up Research support for “Low Producing Programs” THECB Student Licensure Follow-up Report Support for new processes to support assessment of the new core. <u>Increase program completers and follow-up of graduates</u> <u>Certified contact hours and enrollment – for administrative services</u> <p>Timeliness...is critical to customer satisfaction</p>	<ul style="list-style-type: none"> An ongoing data base system to support the assessment of the QEP for the five year report. Brookhaven has over 100 departments who will need increased support with CCSSE, Noel-Levitz, Qualtrics Surveys Dean Data – Grade Database My Math Lab Tutor Track Maxient Data Set – New Database support for student services Pay For Print Data support Data mining queries exceed current supply of research resources. Work order tracking for research is needed Program reviews increase <p>Timeliness...is essential for continuous improvements</p>
Institutional Effectiveness	<p>3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)</p> <p>3.3.1.1 educational programs, to include student learning outcomes</p> <p>3.3.1.2 administrative support services</p> <p>3.3.1.3 educational support services</p> <p>3.3.1.5 community/public service within its educational mission, as appropriate.</p>	<ul style="list-style-type: none"> Increased data support to the instructional programs for assessment and outcomes research Increased information support for Enrollment Management Increased research support to demonstrate we are meeting our graduate targets. 	<ul style="list-style-type: none"> NEEDED – researcher/programmer to help develop integrated databases to serve the college as a comprehensive data warehouse of information with reports on the fly, internet accessible, secure, comprehensive, and scalable to new programs and new data points as needed. Controlled fully by the college and responsive Continuity, timeliness, accessibility, data integrity and increased internal customer satisfaction.

Our personal favorite...

Business Intelligence



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Turnover, Change and Disruption Across the DCCCD – 2013

- Vacant positions remain open for extended periods of time.
- During the 2012-13 academic year, the Institutional Research departments recognized an approximate turnover rate of 43% district-wide.
- The constant change of employees was causing significant burdens on staff in addition to the disruption of research efforts at each location.



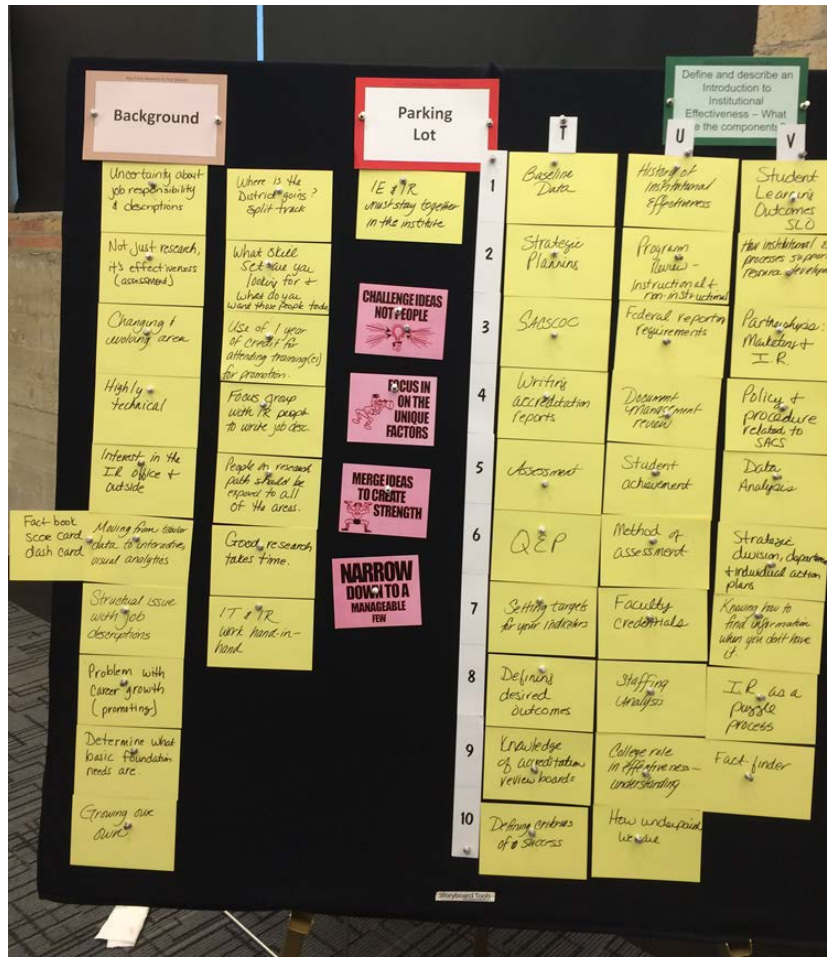
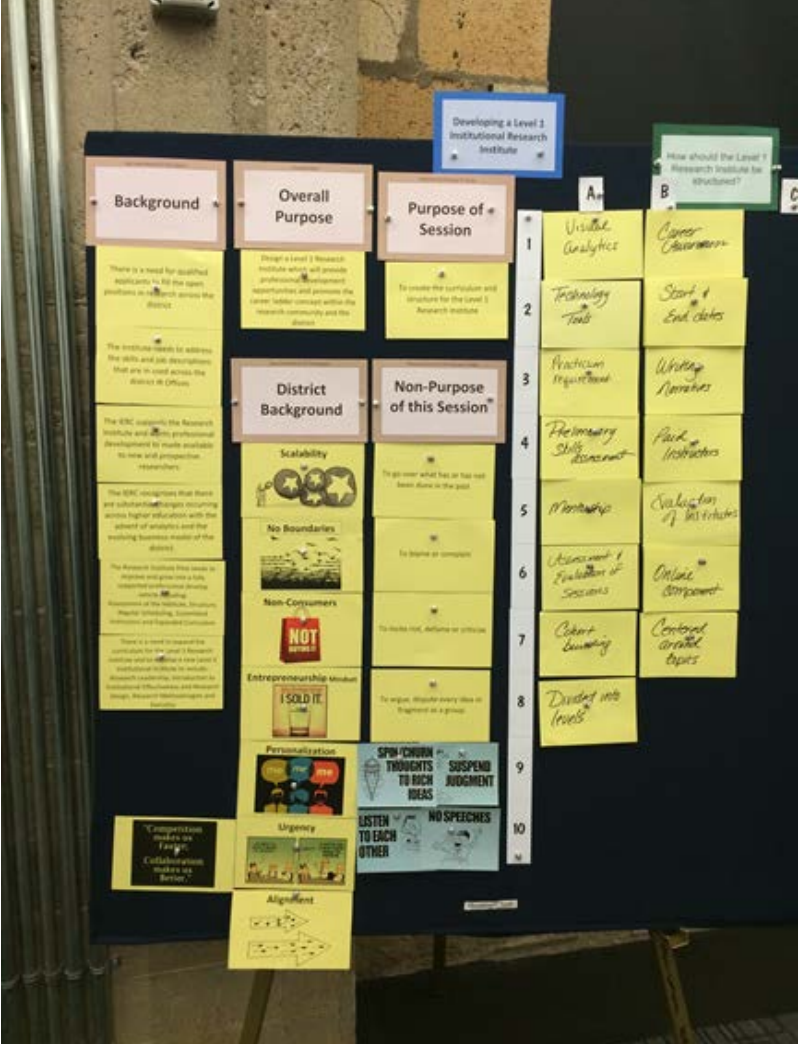
McNellis Compression Planning® 2015

What are some of the best practices for communication and presentation of data - What are the tools and programs we need to address in training?

What leadership skills need to be addressed in the Level 1 Research Institute - What are the goals?

	L	M	N	O	P	Q	R	S
1	Different modest presenting data based on audience	Interviewing for Research	Clear articulation of little level is comprised of	How discipline goes to higher level can be	Informae (software)	Organization	Understanding what a relationship is to college	Effective Listening
2	Express important ideas	Qualitative data	Quality Improvement	Intro to District is College IR Differences	Tableau	Time Management	Conflict Mgt	Empathy
3	Info graphics	Introduce What is Institution Effectiveness	Training Manual	I PEDES	Microsoft Suite	Communication (oral & written)	Leaders	Effective oral skills
4	Technology that is taught is available on computers	Excel, Visual analytics	Karzen	Institution Reporting	eStudies	Team Building	Compliance	Data Security + Integrity
5	Different types of data presented in different ways	Visual Communicator	Basic skills self-paced	Federal Reporting		Presentation Skills	Diplomacy	Self-Confidence
6	Different data purposes require diff format	Online demos	F&E/IT	State Reporting		Effective meeting management	Collaboration	Developing their career path way
7	Measure whether ideas were effectively communicated	Nonfiction writing	Intro to Higher Education data	District Reporting		Good relationship	Strong Mgt	Goal setting
8	Ability to anticipate what happens later	Advance excel, SPSS, PEDES, sequel, SQL, data prompt	Understanding the data	Institution Reporting		Project Management	Team Player	Length of Service
9	Roll play scenarios w/ someone that does know data	Sharepoint	Presentations of audience	Computer that are capable of the handling training		Ability to ask questions	Strongly leadership	Career improvement
10	Learn how to probe with questioning	Access	Data Management	What does the college do and what is systemic?		Scientific Leadership	Self-System	



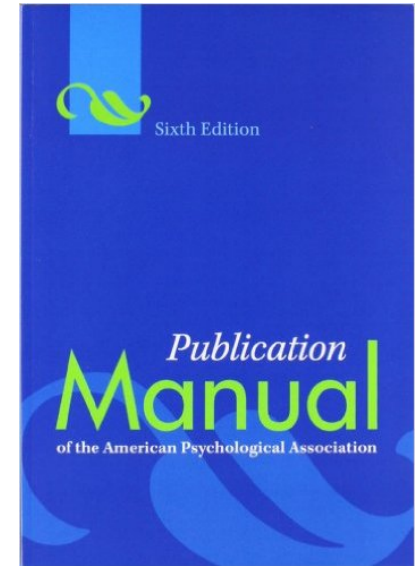
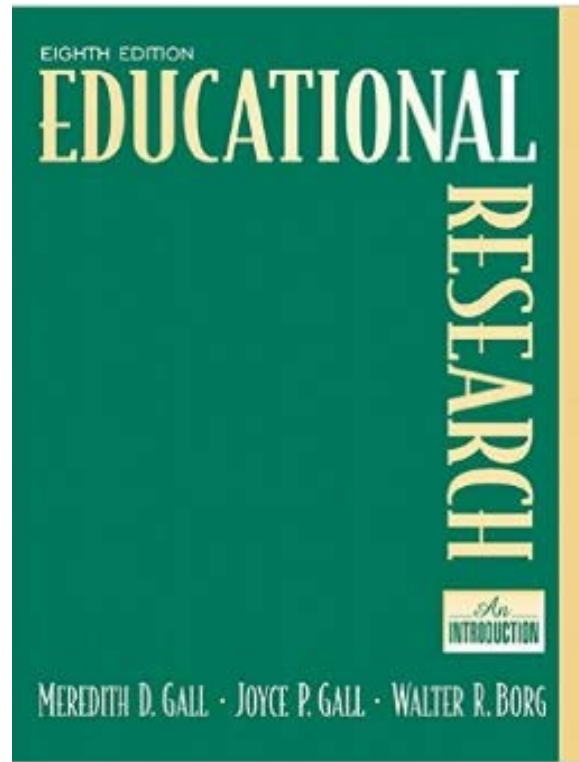
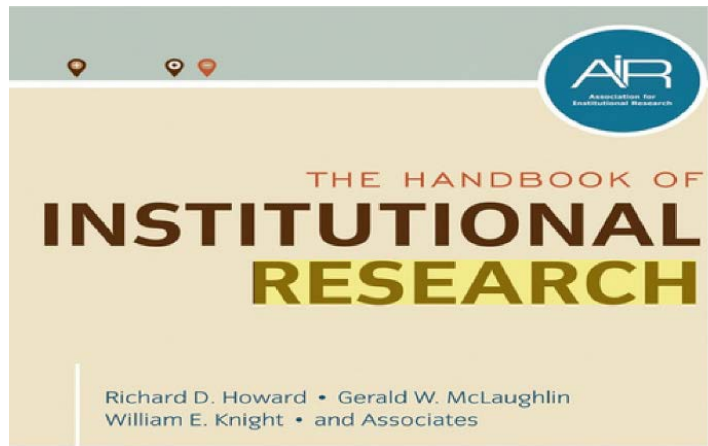


Overview

- Seven courses will be provided by the IERC, with another five required professional development courses offered by the Software Training Department (Colleague) through the LeCroy Center for Educational Technology
- All courses taught face-to-face with the exception of the Colleague courses which may be offered on-line or face-to-face
- The length of each course is eight hours with one course offered per month for seven months.
- Required materials provided at no expense to the participants
- Additional professional development required via LYNDAs.com



Common Resources



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Research Tools Needed

1. Microsoft Excel 2016 from SharePoint Site
2. Microsoft Access 2016 from SharePoint Site
3. Microsoft Office Word and PowerPoint 2016
4. Statistical Package either SAS or SPSS



Class 1. Introduction to Research and Institutional Effectiveness

- a. Research Career Ladder – History – AIR – Ethics - FERPA – SAIR –TAIR
- b. Overview – role of research and Institutional Effectiveness at the colleges – external accountability - Southern Association of Colleges and Schools – Commission on Colleges - The 2012 Edition of the Principles of Accreditation: Foundation for Quality Enhancement (adopted December 2011 and effective January 1, 2012) (Second Printing with edits)
- c. Common definitions and sources of data
- d. Strategic Planning
- e. Institutional Effectiveness Measures
- f. Communication of Data (visualization and technical writing)



Class 2. Data Definitions and Sources of Information

Data Sources (THECB)

- Labor Market Data and Statistics
- IPED data
- NCES
- Census data
- Hoovers
- Burning Glass
- ESRI – Geographic Information Systems
- Online Survey Tools (Qualtrics, Survey Monkey, etc.)
- Environmental Scans
- Noel-Levitz and the Community College Survey of Student Engagement (CCSSE)



Classes 3 and 4 - Research Methods and Technology I and II

- ERP – SIS – SQL – SAS – SPSS
- Colleague & Colon Prompt
- Elementary Statistics
- Quasi-Experimental Research Designs
- Internal and External Sources of Invalidity
- Automated Processes - Informer, Access, SQL
- Dashboards & Analytics, Key Performance Indicators
- Data mining
- Longitudinal, Cohort Tracking



Class 5. Strategic Planning

- Program Review
- Non-instructional assessment
- KPI's
- Process Mapping
- Student Learning Outcomes and Scorecards
- Program Feasibility (Needs assessment)
- Gap Analysis
- Program Accreditation
- SWOT Analysis
- Compression Planning
- QEP (Quality Enhancement Plan)
- Benchmarking
- Document Management Technologies (Weave, TracDat, Compliance Assist, SPOL)
- Learning Management Systems (Blackboard Outcomes, Moodle, StarFish, etc.)



Class 6. Communication of Data (putting it all together and telling the story)

- Leadership and Decision Support
- Information can have impact (sphere of influence)
- Continuous Improvement
- Infographics
- Data Visualization and Presentations (PowerPoint, Fact Books, Scorecards)
- Data-informed
- Systems Theory & Diplomacy
- Institutional Effectiveness Research Council (IERC)
- Student Success Points & Funding
- IRB (Institutional Review Board)
- Title IX
- Code of Ethics



Class 7. Research Office Operational Process and Procedures – Project Management

- Research Interviewing (getting to the heart of the request/needs)
- Providing Quality Client Services
- Transparency (who sees what)
- Calendar (Recurring & Ad Hoc requests)
- Project Management
- Teamwork
- DSC, IT, Informer, Colon Prompt
- VPN and Data Security



IERC Class Research Project

1. The IERC class participants will identify an educational problem that warrants research in order to conduct a research study.
2. Participants will establish contact with the research leader on their campus and begin a conversation about possible research topics and problem areas.
3. With the cooperation of their college research office, the participant will conduct and report research which will increase their direct experience and understanding of the research process.
4. Participants will share their experiences with the class toward the end of the career series and conduct a brief presentation of their findings using the tools learned.



Final Evaluation and Outcomes

- 18 participants from six colleges completed the career series
- Nine participants were new to institutional research and three have already advanced to new positions
- “Integrity with supporting evidence. It takes a lot of work with research and technology to get data and make it presentable for the end users. Importance of IR office with direct impact on the entire College.”

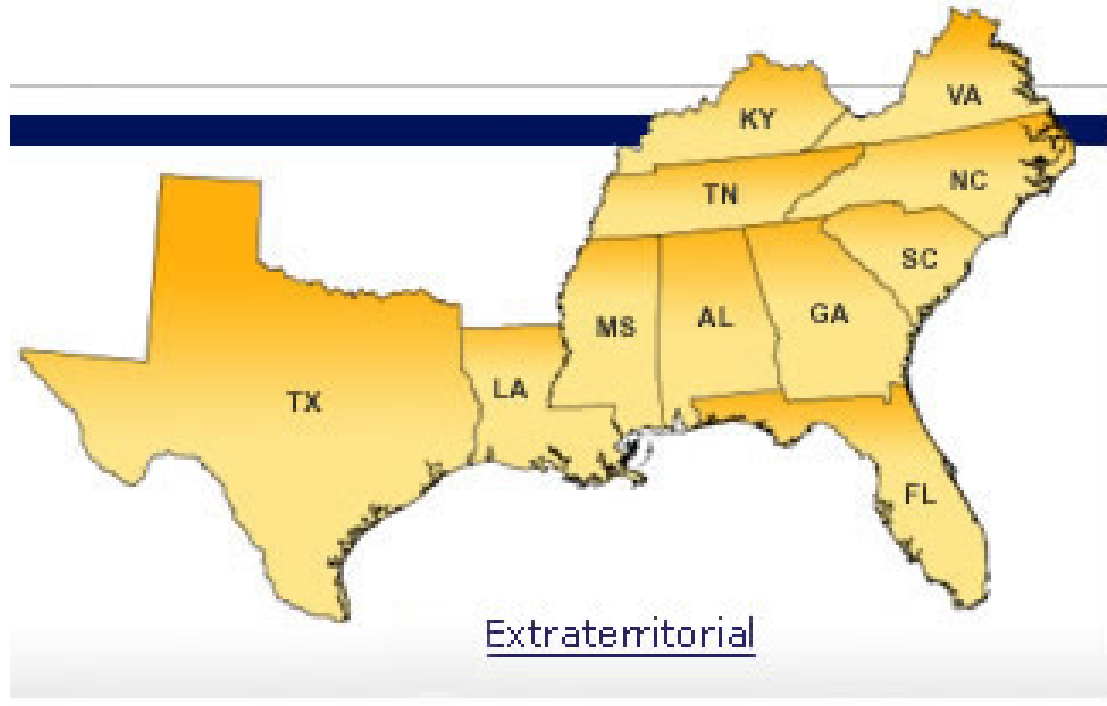


Other Required Professional Development Courses – Independent study

Datatel Colleague courses

1. Basic Colleague
2. Admissions
3. Advising or Registration
4. Curriculum Management
5. Academic Records
6. Other Training – Informer, PaperWise, Zogotech Estudios





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The 2012 Edition of the *Principles of Accreditation: Foundation for Quality Enhancement* (adopted December 2011 and effective January 1, 2012)
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2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional effectiveness)**





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What is the Association for Institutional Research?

The Association for Institutional Research (AIR) is the world's largest professional organization for institutional researchers. AIR provides educational resources, best practices, and professional-development opportunities for its more than 4,000 members. To learn more, visit [About Us](#).



Future of the Field	IR in the Know	Careers in IR
<p>A New Vision for Institutional Research: <i>Change</i> magazine article</p> <p>Institutional Research Capacity: Foundations of Federal Data Quality: IHEP policy paper</p> <p>National Survey of IR Offices</p> <p>Statement of Aspirational Practice for IR: Advocating institution-wide use of data to improve student success.</p> <p>IR Summit: IR on the national stage.</p>	<p>Responsible Use of Student Data in Higher Education</p> <p>A series of resources, largely the proceedings from convenings held in 2014 and 2016 by Stanford University, Ithaka S+R, and the Asilomar Convention for Learning Research in Higher Education of 2014, has been made available. MORE</p> <p>IR in the Know, a feature in eAIR, AIR's electronic newsletter, provides updates on current and emerging issues related to data collection, analyses, and reporting.</p>	<p>To explore current job opportunities in institutional research, visit AIR's Job Board. If you are interested in graduate courses related to institutional research, visit the Graduate Education section of the Careers page of this site.</p>

How Does the IERC Institute Compare to the new AIR IR Course?



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Comparison Points

- Overview of the IR field
- Ethics, Professional Practices, Duties and Functions
- Opportunity to practice learning outcomes
- AIR course focuses solely on institutional research
- IERC covered IR and its relationship to Strategic Planning, Institutional Research, Assessment and Evaluation



Questions?



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