Data Nuggets: Providing Fulfilling, Fast, and Accessible Data

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Wayne County Community College District
Identifying and Understanding Institutional Data Users

Identifying and understanding the primary institutional data users and how they engage and use data is essential to developing appropriate strategies and tools to effectively and efficiently communicate and present data that is usable.

Institutional data users live in a fast-paced world requiring consumption of data in quick nugget bits.

Data users:
- Senior Administrators
- Faculty
- Staff
- Students
- External Community
There are three basic questions regarding data presentation:

1. **Fulfilling** - Is the data accurate, reliable, and useable?
2. **Fast** - Is the data presented efficiently and effectively?
3. **Accessible** - Is the data readily and easily accessible?
Fulfilling

Is the data accurate, reliable, and useable?

Institutional researchers are charged with ensuring that data is reliable, accurate, and usable. Several ways we accomplish this are:

1. Establish data quality control measures
   - Ensuring a centralized data process network for collecting, processing, and transmitting data
   - Establishing a data dictionaries which include definitions, standards, criteria, and variables for consistent data reporting

2. Ensure timely analysis of data (SPSS, Excel, & Access)

3. Verify and audit data
Fulfilling

Is the data accurate, reliable, and useable?

Provide data that is accurate and can be used to improve and enhance institutional services and programs.

- Annual district scorecard
- Survey feedback presentations
  - New Graduate Exit Survey
  - Student Perceptions of Occupational Education Programs (PROE) Survey
Annual District Scorecard

Wayne County Community College District Institutional Scorecard

Accessibility of Programs & Services

WCCCD STUDENTS

Enrollment

- Yearly Enrollment (Credit and Non-Credit)
  - 2005-2006: 72,464
  - 2006-2007: 71,464

Wayne County Community College District First Time in Any College (FTIAIC)

- Yearly First Time in Any College (FTIAIC)
  - 2005-2006: 4,196
  - 2006-2007: 4,064

Excellence in Programs & Services

Service Satisfaction

- Instruction Satisfaction
  - Comparison of 2009-2010 vs. 2008-2009

Globally Competitive Academic & Career Advancement

- Degree/Certificate Completion
  - Comparison of 2008-2009 vs. 2009-2010

Top 10 Feeder HS [District-wide] # of Students

- MLK HS: 531
- Mumford HS: 150
- Southeastern HS: 104
- Center HS: 298
- Finney HS: 193
- Kettering HS: 287
- Denby HS: 277
- Cooley HS: 256
- Painesville HS: 352
- Carley HS: 245

Distance Learning Annual Registration

- Yearly Distance Learning Registration
  - 2005-06: 7,100
  - 2006-07: 8,700
  - 2007-08: 9,300
  - 2008-09: 10,000
  - 2009-10: 11,500

WCCCD Graduation Plans

- Program Completion by Program
  - Academic: 42%
  - Technical: 35%

Growth of "Top 6" Feeder HS (WCCCD) Students Transfer...

- Comparison of 2008-09 vs. 2009-10
  - Overall Improvement
    - 10%
  - Specific Feeder HS Improvement
    - MLK: 15%
    - Mumford: 12%
    - Southeastern: 18%
    - Center: 20%
    - Finney: 16%
    - Kettering: 14%
    - Denby: 11%
    - Cooley: 13%
    - Painesville: 17%
    - Carley: 12%
The Office for Institutional Effectiveness supports District-wide continuous improvement through regular collection of survey and research data from various stakeholders about programs and services. Survey feedback is presented in PowerPoint presentations.
Is the data presented efficiently and effectively?

Examples of efficient and effective data presentation include:

- Informational Bookmarks
- One-pagers
- Data Drops
- Tracking and Trend reports
Informational Bookmarks

Informational bookmarks are used as a quick effective way to get key information to WCCCD constituents, especially to the student population.
One-Pagers

One-Pagers are a summary analysis of a particular survey or evaluation, which contains only the most pertinent information, and is only one page long. Charts and tables are used for visual appeal.
It is important to provide institutional and research data on an ongoing basis to ensure ongoing feedback and awareness of trends and changes in higher education. IE uses data drops to inform its internal and external community through email, weekend memos, and the website.
Tracking & Trend Reports

Tracking and Trend Reports are conducted on a routine basis to provide data and information to the campuses, staff, and administrators in a usable format to make informed decisions District-wide.
Accessible

Is the data readily and easily accessible?

Data accessibility is essential to creating a culture of evidence. Some examples are:

- Transparency Initiative Website
- Weekend Memo
At WCCCD we believe in open, transparent, and accountable relationships with all of our stakeholders. The Transparency website is one of the tools used to make our day-to-day operations more open and accessible to the public. The website contains data and information regarding items such as:

- Student Enrollment
- Surveys and Feedback
Transparency Initiatives

The Division of Institutional Effectiveness supports district initiatives through regular collection of survey data from various stakeholders. The data from each survey are tabulated and analyzed to inform a data-driven process for future improvement of services, programs and outcomes.

- 2011 Survey Reports
  - 2010-2011 Learning Communities Survey
  - Spring 2011 Student Self Service Center Survey
  - Spring 2011 Faculty Needs Survey
  - Spring 2011 Faculty and Professional Staff Engagement Survey
  - Spring 2011 Entering Student Experience Survey
  - Spring 2011 Advisor Committee Perceptions of Ongoing Survey

- 2010 Survey Reports
- 2009 Survey Reports
- 2008 Survey Reports
- Calendar 2010-2011
- Survey Calendar 2010-2011

Transparency Initiatives

Institutional Effectiveness:

The Division of Institutional Effectiveness (IE) facilitates the integration of institutional research, assessment, planning, and reporting to support the improvement of instruction and services of the District. In addition, IE documents performance outcomes by employing a comprehensive system of planning and evaluation in all major aspects of the institution.

The Division of Institutional Effectiveness (IE) is responsible for monitoring reports and information for the following areas:

**ASSESSMENT**

- Assessment Model
- Student Assessment
- Outcomes for Student Success
- Linking the Plan for the Assessment of Student Academic Achievement and the Strategic Plan
- Student Educational Goals
- Transfer Out Colleges and Universities
- Occupational Therapy Assistant Graduate Outcomes

**CYCLE FOR THE ASSESSMENT OF STUDENT LEARNING OUTCOMES (CASLO)**

- Emergency Medical Technology Program 2009-2010 Assessment Report
- Occupational Therapy Assistant Program 2009-2010 Assessment Report
- Dental Hygiene Program Assessment Report 2009-2010

**ENVIRONMENTAL SCANNING**

- WCCCD in the Region
- Wayne County Employment Forecast 2006-2008
- 5 Digital Community College Trends
- Employment and Wages of the Largest Occupations
- MAP of Wayne County School Districts
- Student Population Forecast

SURVEYS AND FEEDBACK
The Chancellor’s Weekend Memo is a weekly communication tool used to provide internal departmental, divisional, and campus updates throughout the district. OIE uses the Weekend Memo to communicate fast facts to internal constituents.
Conclusion

OIE attempts to answer the 3 basic questions of fulfilling, fast, and accessible data by focusing on our end users needs. To that end, comprehensive and summative reports help the district achieve the following:

- Usable and accessible data for end users
- Transparency and accountability to internal and external shareholders
- Enhance the practice of data driven decision-making.
Sharing a Meal

What strategies and tools do you use to communicate data to your constituencies?
Questions & Contact information

For any questions related to the information included in this presentation, please contact Johnesa Dimicks-Hodge at jdimickl1@wcccd.edu