



Annual Report, 2014-15

Overview of 2014-15 Goals

- I. Advance the focus on data quality
- II. Deliver useful and usable data
- III. Increase the visibility of data
- IV. Employ additional 'work smart' strategies to improve office operations and increase capacity

Accomplishments

1. Data Governance and Quality (Goal 1)
 - Data Quality Council was convened; their accomplishments included extensive data definition review and the recommendation to purchase the Data Cookbook system for governance and data definition management
 - IR procured the Data Cookbook and is on-track for October roll-out
 - Other data quality successes included the implementation of the cohort exclusion tracking system; alignment of faculty categories and course components; implementation of new hierarchies for first generation and student enrollment type; established standard use of IPEDS ethnicity between IR, Registrar's Office, and Admissions in reporting
2. Reporting (Goals 1 & 2)
 - Created several automated uploads for reporting that improve efficiency and reduce the risk of error (roughly saves approximately 30 hours of hand data entry)
 - Migrated all reporting from IR-held captures to the data warehouse
 - Completed the migration of all college and department changes in Digital Measures
 - Developed a reporting calendar
 - Aligned data sources for SBOE and Federal Reports
 - Established inter-departmental collaboration on high-value reporting (e.g., multiple discipline-specific *U.S. News* surveys)

3. Continuous Improvement (Goals 1, 2, & 3)
 - Revamped the reporting of departmental survey data
 - Reviewed and revised the methods used for the Delaware Study
 - Developed resources and held information sessions for chairs and deans to improve understanding of the Delaware Study data
 - Supported accreditation mid-cycle review and campus initiatives in enrollment management, University district, Budget v. Actuals focus group
 - Continue to encourage adoption of web-based course evaluations; all departments are now participating to at least some extent

4. Assessment (Goals 1 & 2)
 - Implemented qualitative analyses of open-ended responses garnered through student surveys
 - Facilitated discussion and conducted a needs assessment with department chairs for the renovation of survey efforts
 - Held workshop with 12 faculty in summer 2014 regarding learning outcomes assessment; updated the report template and rubric
 - Engaged a faculty associate for assessment in spring 2015, which resulted in reviews of curricular structures and processes to support assessment and a pilot study to evaluate the use and integration of eportfolios
 - Collaborated with Foundational Studies on implementation of the ULO assessment plan
 - Convened the Assessment Coordinating Council in spring 2015

5. Data Releases and Analyses (Goals 2 & 3)
 - Releases of key institutional data: 10th day and Census Day enrollment, retention and graduation rates, numbers of graduates
 - Studies completed on the following: three studies related to UF 100; longitudinal analyses of multi-year scholarships; admissions test scores and success rates of international students; first-generation, low-income student success; predicted vs. actual graduation rates; factors affecting course evaluation ratings; graduation rates of graduate students; relationship between summer school and removal from probation
 - Direct support to the STEM WIDER grant, resulting in planning and prioritization of research questions and development of new course pairs reports to support the grant
 - Analyses completed for the TRIO program grant proposal (which was funded for \$1.1M)

6. Office Operations & Staffing (Goal 4)
 - Three successful searches and hires (Academic Information Coordinator, Report Developer, and Associate Director for Research)
 - Development of an IR/Academic Planning master calendar
 - Implemented a data request form, tracking system, and customer evaluation
 - Substantial revisions to the IR website were completed

7. Staff Professional Engagement and Recognition (Goal 4)
 - Ellertson, Odom, Belcheir, and Demopoulos delivered presentations at the national (4 presentations) and regional (2) Association for Institutional Research conferences as well as the CollegeNet Conference (Anson, Belcheir, & Goodman)
 - An article co-authored by Belcheir (with H. Estrem of English and S. Reid from George Mason University) was awarded the Bruffee Award for best article in the WPA (Writing Program Administrators) Journal
 - Two articles were published (Belcheir, Anson, & Goodman)
 - Received a 2015 SLDS Research Grant on Student Achievement for \$34,738 through the Idaho State Board of Education. Ellertson is the PI on the project, which is entitled "The Role of High Schools in Preparing Students to Select and Succeed in STEM Majors in College."
 - Ellertson served as a peer reviewer for AIR publications
 - Odom served as peer reviewers for AIR conference proposals
 - Belcheir, Ellertson, and Odom served in leadership positions for RMAIR
 - Ellertson was appointed to the Idaho Data Management Council
 - Ellertson, Odom, Lillegaard, and Demopoulos participated in Pyramid training

IR Goals for 2015-16

1. Create a strong and unified data governance program to address the entire life cycle of data production, definition, and use
 - a. Data governance goals and structures
 - b. Implementation and use of the Data Cookbook, definition of roles and process, training, etc.
 - c. Collaborate with key partners, including BIRS
 - d. Coordinate horizontally with other units responsible for various reporting efforts

2. Improve data collection and production to support and advance institutional effectiveness
 - a. Revamped surveys of graduating students and alumni, along with expanded use of the Dept. of Labor database
 - b. Continued developments to reporting efficiencies (e.g., IPEDS uploads)
 - c. Streamlined delivery of reports based on the metrics used to evaluate academic departments and programs (i.e., dean's data revamp)
 - d. Review and revamp workload analyses
 - e. Evaluate Digital Measures and pursue the next evolution of its use

3. Advance the use of data to increase data literacy
 - a. Facilitated working sessions for roll-out of NSSE data
 - b. Targeted training and help with Pyramid analytics
 - c. Identification of department chair needs; produce new reports and dashboards
 - d. Development of a research agenda to help meet institutional priorities
 - e. Actively support Provost/Faculty Senate initiatives for common questions on course evaluations and the evaluation of the Foundational Studies Program

4. Enhance the support of assessment to contribute to the improvement of student learning and experiences
 - a. Connections with individual departments on their assessment plans
 - b. Improved structures and processes around assessment, specifically embedding assessment processes into the periodic review cycle and fulfilling the recommendations from accreditation
 - c. Focus on ULO assessment as a point of entry, provide phase 1 & 2 support, and introduce PLO/ULO connections in phase 2 support

5. Employ 'work smart' strategies to improve office operations and increase capacity
 - a. Continued onboarding and professional development for staff (e.g., in-services every 3 months)
 - b. Employ project management best practices, including documentation of all processes and analyses for replicability and consistent organizational strategies

6. Take steps in building a national reputation as a leader in institutional research
 - a. Develop an IR strategic plan to meet the institutional needs and align with the evolving professional practice of IR
 - b. Engage in the national conversations about the future of the IR profession and aspirations of practice
 - c. Elevate the visibility of our work through presentations at national/regional conferences

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Submitted by Shari Ellertson, Director