Presentation Outline

Framework for Becoming Data Informed

Using Data

System Example
A. Accountability Dashboard/ Action Plan Progress Reports and Measures

Local Examples
A. Program Evaluation Metrics
B. Academic Data Data Summary
Becoming Data Informed

Manager

- Identify and Measure Concepts
- Use and Influence Knowledge

Custodian

- Collect and Store Data
- Restructure and Analyze Facts

Broker

- Quality Decision Making
- Deliver and Report Information
Five Functions

Information Support Circle
Five Functions
Identify and Measure Concepts

Collect and Store Data

Restructure and Analyze Facts

Deliver and Report Information

Use and Influence Knowledge
Using Data

From an Institutional Perspective
Accountability Dashboard

“The dashboard provides a snapshot of selected performance indicators and does not give a comprehensive picture of a college's or university's overall performance.”

Action Plan Progress Reports and Measures - Persistence and Completion Rate for Underrepresented Students
Persistence and Completion Rate for Underrepresented Students

The persistence and completion rate is the proportion of fall semester entering full-time regular and transfer undergraduate students:

- who enrolled at the same college or university during the next fall semester
- graduated from the same college or university
- or enrolled at another college or university

Underrepresented students include three groups:

- Students of Color – American Indian, Asian or Pacific Islander, Black and Hispanic students.
- Low Income Students – Classification is based on Pell eligibility using data from the Free Application for Federal Student Aid (FAFSA) and financial aid award data.
- First Generation Students – Classification includes students whose parents did not attend college based on student provided data on parental education.
Institutional Background:
• First-Year Student Retention Rate: 75.7%
• Persistence and Completion Rate: 90.80%
• Underrepresented Persistence and Completion Rate Six-Year Average: 86.97%

• High Impact Practices:
  • Learning Communities
  • First-Year Seminar
  • Undergraduate Research
  • College Access Program
Persistence and Completion Rate for Underrepresented Students

Strategic Direction 1: Increase Access and Opportunity

Underrepresented Students: 2nd Fall Persistence and Completion Rate

Progress to Target: -209.1%
Base (Fall 2006 Cohort): 89.4%
Most Recent (Fall 2008 Cohort): 87.1%
Target (Fall 2013 Cohort): 90.5%

Underrepresented Students: Second Fall Persistence and Completion Rate for Undergraduate Full-Time Degree Seeking Students

Progress to Target: -209.1% to target as of the Fall 2008 entering cohort as measured in Fall 2009

<table>
<thead>
<tr>
<th>Entry Cohort</th>
<th>Measured in 2nd Fall</th>
<th>Persistence and Completion</th>
<th>Change in Rate From Base</th>
<th>Students in Entering Cohort</th>
<th>Successful Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>Fall 2007</td>
<td>Base</td>
<td>89.4%</td>
<td>995</td>
<td>890</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>Fall 2008</td>
<td></td>
<td>87.5%</td>
<td>1,169</td>
<td>1,023</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Fall 2009</td>
<td></td>
<td>87.1%</td>
<td>1,109</td>
<td>966</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Target</td>
<td>90.5%</td>
<td>1,109</td>
<td>966</td>
</tr>
</tbody>
</table>
Underrepresented Students (2006-2008 Cohort Average)

- Students of Color – 26.58%
- Low Income Students – 68.62%
- First Generation Students – 39.04%

### Persistence and Completion Rate for Underrepresented Students

<table>
<thead>
<tr>
<th>Entering Term</th>
<th>Entering Cohort</th>
<th>Second Fall Retained</th>
<th>Second Fall Transferred</th>
<th>Second Fall Graduated</th>
<th>Second Fall Success</th>
<th>Second Fall Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003</td>
<td>1,129</td>
<td>839</td>
<td>148</td>
<td>4</td>
<td>991</td>
<td>87.8%</td>
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<tr>
<td>Fall 2004</td>
<td>1,152</td>
<td>848</td>
<td>121</td>
<td>1</td>
<td>970</td>
<td>84.2%</td>
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<td>Fall 2005</td>
<td>1,064</td>
<td>779</td>
<td>132</td>
<td>2</td>
<td>913</td>
<td>85.8%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>995</td>
<td>787</td>
<td>102</td>
<td>1</td>
<td>890</td>
<td>89.4%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1,169</td>
<td>875</td>
<td>144</td>
<td>4</td>
<td>1023</td>
<td>87.5%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1,109</td>
<td>836</td>
<td>127</td>
<td>3</td>
<td>966</td>
<td>87.1%</td>
</tr>
</tbody>
</table>
Model Components

- Relationship to Institutional Mission
- Viability: Cost and Enrollment
- Viability: Mission-Centrality, Quality, and Employability Response
Local Example: Program Evaluation Metrics

- Implications
Local Example: Academic Data Summary

- Model Components
  - Department Funded Credit Hours
  - FYE Students
  - Student Credit Hours Adjusted
  - Expended FTEF
  - Student-Faculty Ratio
Local Example: Academic Data Summary

- Implications
Questions or Comments?