

Using Data for Institutional Effectiveness



**2022 Institute for Chief Academic Officers
with Chief Financial and Chief Enrollment Officers**



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TENACIOUS. CONFIDENT. FORWARD-LOOKING.



The Council of
Independent Colleges

guidebook



Presenters

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2022 Institute for
Chief Academic
Officers with
Chief Financial and
Chief Enrollment
Officers

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OBJECTIVES OF THIS PRESENTATION

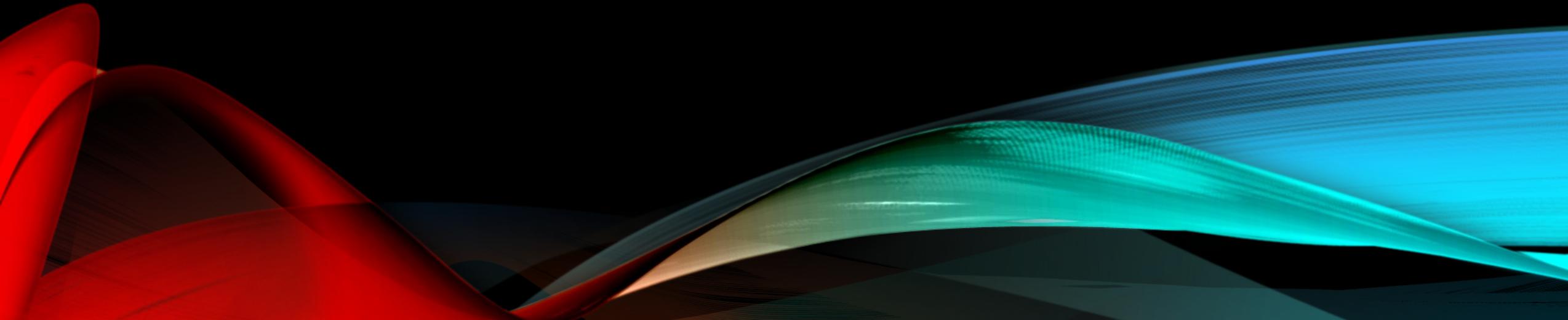
- Walk away with at least one idea that sparks you.
- Understand institutional effectiveness.
- Inspired to rethink the ways you work with institutional effectiveness.
- Understand equity as integral to institutional effectiveness.

#CAOI2022

REFLECTION & AUTHENTICITY

- Reflection: Looking out and looking within
- Authenticity: Bringing our true selves and experiences to the conversations and the work
- Activity: Take a few moments to think about your approach to your work. What is the narrative in your head about institutional effectiveness? How does this narrative affect your work with institutional effectiveness?

WHAT IS INSTITUTIONAL EFFECTIVENESS?



WHAT IS INSTITUTIONAL EFFECTIVENESS?

- Five basic components of Institutional Effectiveness
 - Institutional research
 - Program review (academic and/or administrative)
 - Student learning outcome assessment
 - Accreditation
 - Planning



INSTITUTIONAL RESEARCH

- Identify information needs
- Collect, analyze, interpret, and report data and information
- Plan and evaluate
- Serve as stewards of data and information
- Educate information producers, users, and consumers

NARRATIVES SURROUNDING ASSESSMENT

A word cloud centered around the word "Assessment". The word "Assessment" is the largest and most prominent. Other words include "tool", "data", "measure", "us vs them", "improvement", "external accreditation", "unnecessary", "outcomes", "requirements", "learning", "teaching", "students", "burden", "success", "proof", "testing", "continuous", and "quality". The words are arranged in a roughly circular pattern around the central word.

tool
data
measure
us vs them
improvement
Assessment
external accreditation
unnecessary
outcomes
requirements
learning & teaching
students & burden
success & proof
testing
continuous
quality

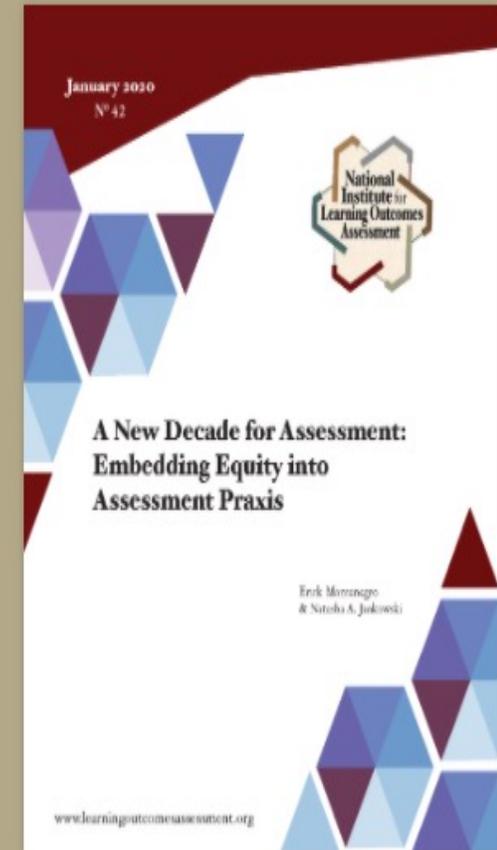
WHY ASSESSMENT?

The assessment of student learning begins with educational values. **Assessment is not an end in itself but a vehicle for educational improvement.** Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. **Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.**

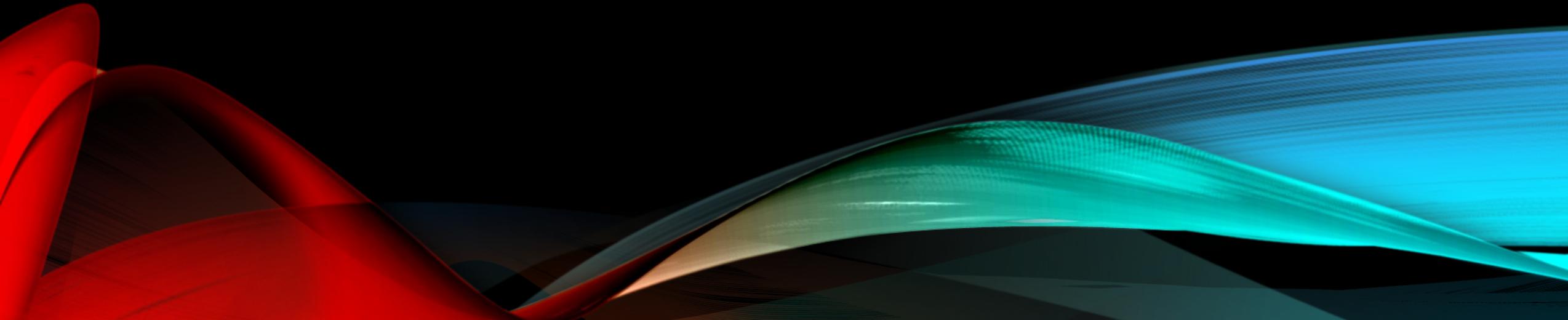
~ American Association for Higher Education (1992)

**Equity-minded
assessment
entails the
following
actions:**

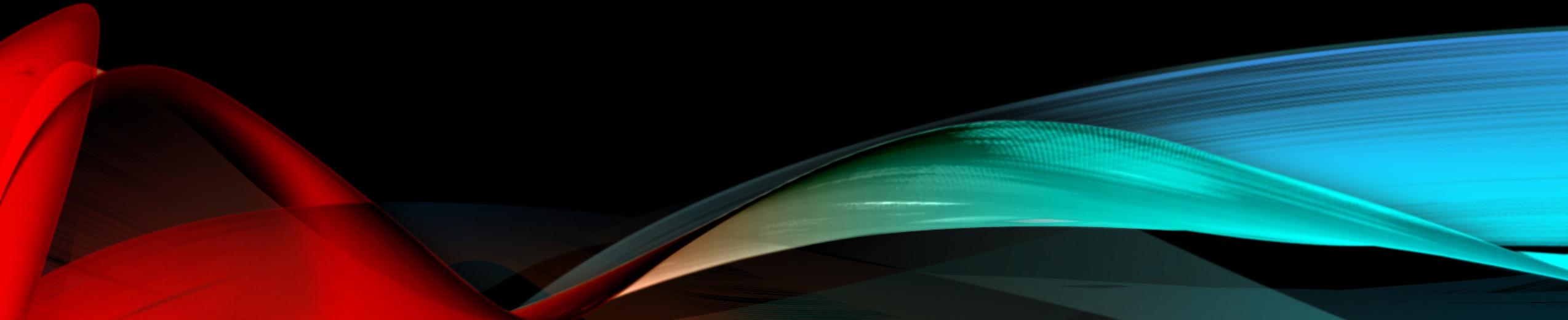
1. Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
2. Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
3. Include student perspectives and take action based on perspectives.
4. Increase transparency in assessment results and actions taken.
5. Ensure collected data can be meaningfully disaggregated and interrogated.
6. Make evidence-based changes that address issues of equity that are context-specific.



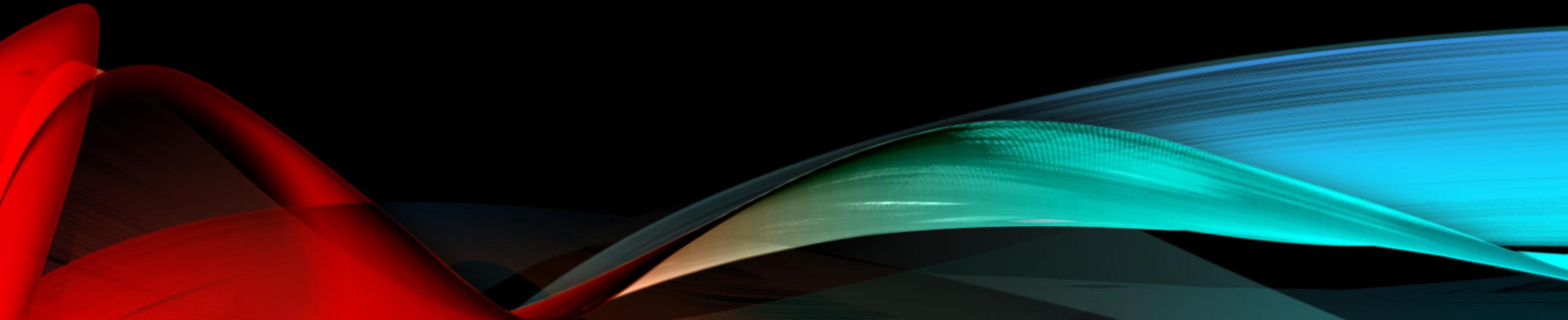
ACCREDITATION



PLANNING



OTHER DUTIES AS ASSIGNED



CONTEXT



WHAT DOES EQUITY-MINDED INSTITUTIONAL EFFECTIVENESS LOOK LIKE (PRACTICALLY)?

- Collaborative
- Leadership
- Learning
- Action



Plan - process is important to set up on front end

Do - collecting and sharing data facilitates dialogue,

Act - closing the loop is important

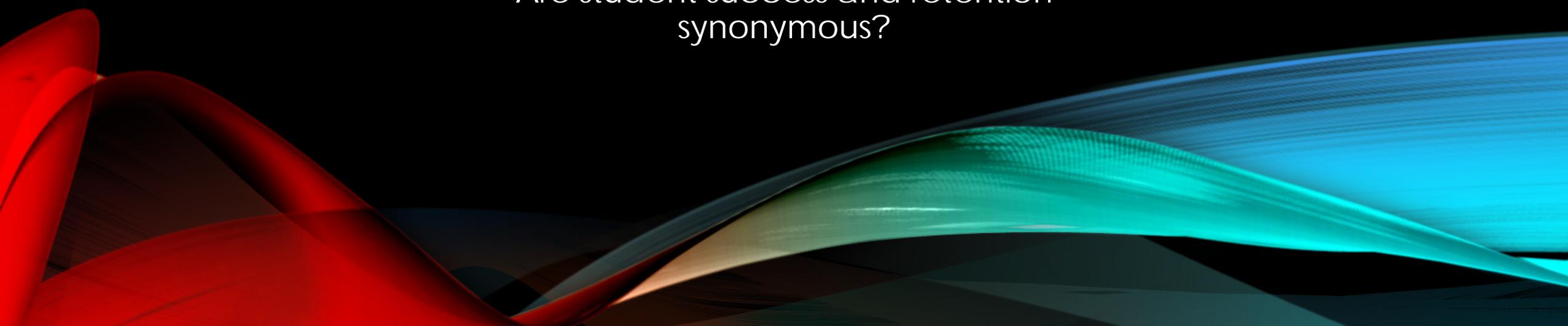
Holistic view of student success through data-informed decision support
will move things forward

Concrete action items/deadlines

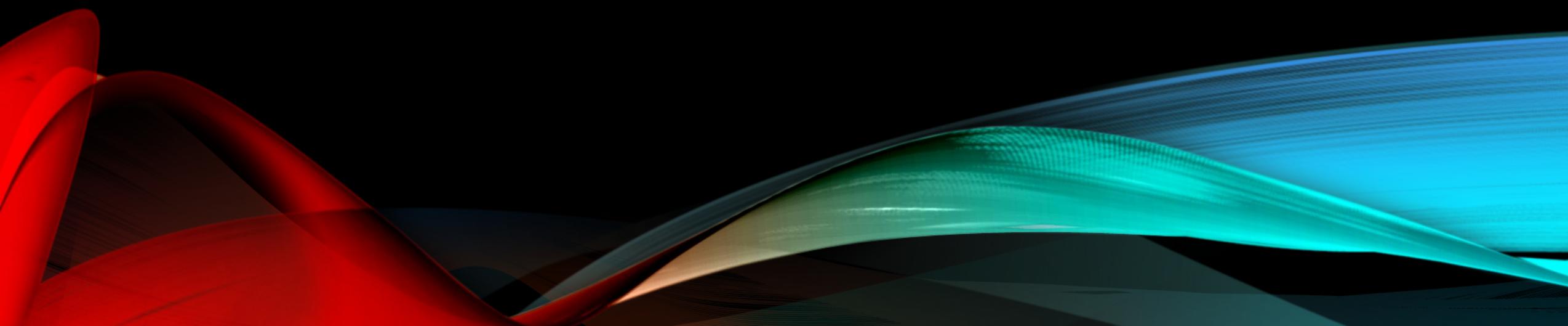
Circle back with people (accountability)

HOW DOES YOUR CAMPUS DEFINE STUDENT SUCCESS?

Are student success and retention
synonymous?



DATA



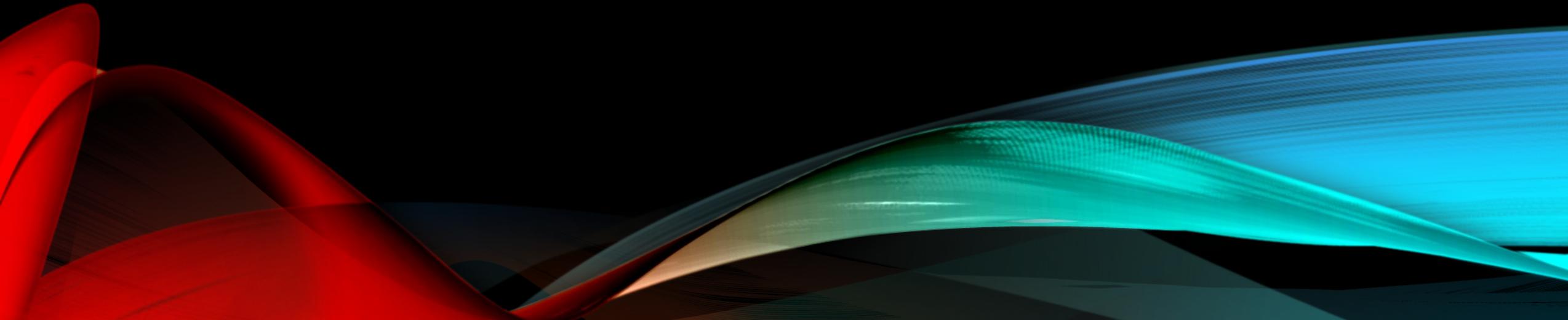


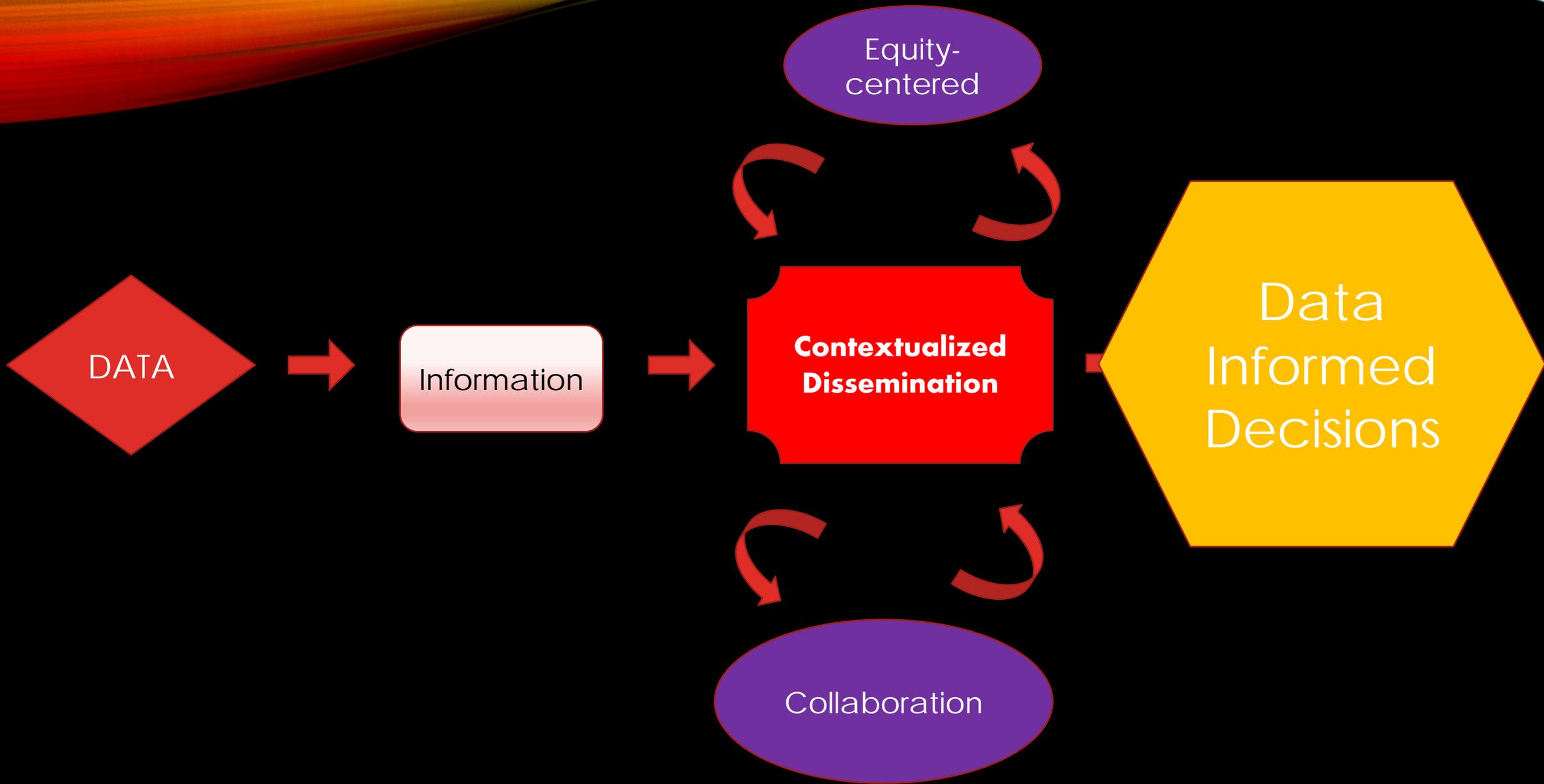
**DATA. LOTS OF DATA, BIG DATA
EVERYWHERE**

DATA SOURCES

- External data
- Internal data
- Research

DATA INFORMED-DECISION SUPPORT







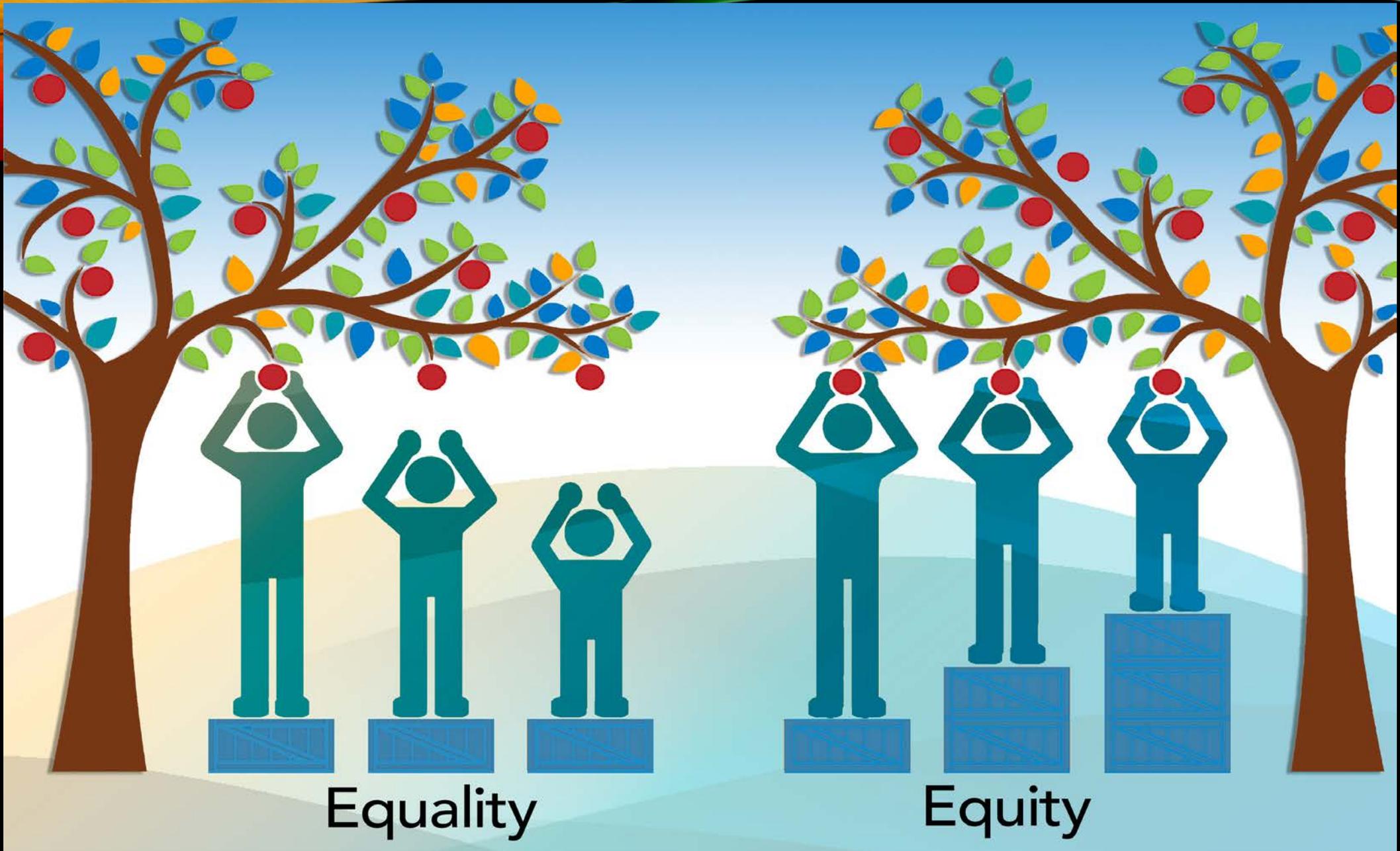
EQUITY

EQUALITY

DOESN'T
MEAN

EQUITY





Equality

Equity

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



EQUITY-MINDEDNESS

Equity as a two dimensional concept: One axis represents institutional accountability... and the second axis represents a critical understanding of the omnipresence of whiteness at the institutional and practice levels

~From Equity Talk to Equity Walk, 5-6

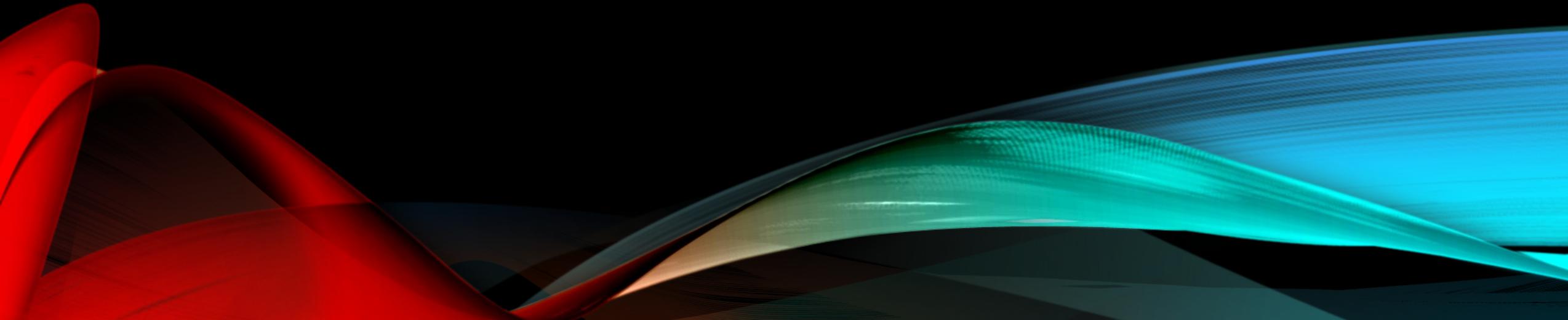


EQUITY-MINDEDNESS

...the authentic exercise of equity and equity-mindedness requires explicit attention to structural inequality and institutionalized racism and demands system-changing responses.

~From Equity Talk to Equity Walk, 5-6

EQUITY & DATA





As we look to the future, this moment provides an excellent opportunity to reflect upon our practices, to determine which were effective and which require revision, and to ask ourselves if these practices serve quality learning and further our equity goals or if they serve to erode those aspirations.

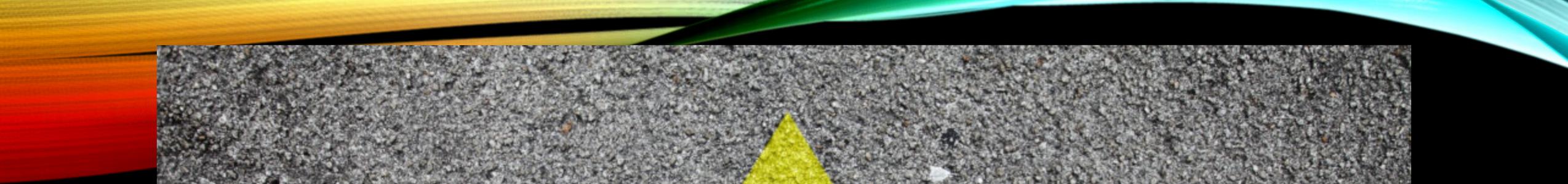
~AAC&U 2021 Virtual conference on General Education, Pedagogy, and Assessment website



LEADERSHIP

- What does leading with an equity-centered approach look like?
- What does the leadership look like from your position?
- Context
- Voice
- Disaggregation
- Collaboration (again)





A close-up of Yoda's face from Star Wars. He has a thoughtful, slightly somber expression, looking slightly to the right. The background is dark and blurry, suggesting an indoor setting with wooden walls.

MUCH TO LEARN,

WE ALL STILL HAVE.

REFLECTION & AUTHENTICITY

- Reflection: Looking out and looking within
- Authenticity: Bringing our true selves and experiences to the conversations and the work
- Activity: Take a few moments to think about your approach to your work. What is the narrative in your head about institutional effectiveness? Has any of the information in this presentation changed the narrative you reflected on at the beginning? How do you intend to interact differently with institutional effectiveness?

TAKEAWAYS

- Context is important
- Collaboration is essential
- Institutional researchers are essential partners for all elements of the institution.
- Data are for use and informing decisions.
- At its core institutional effectiveness is about institutional and student success.

QUESTIONS



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THANK YOU

