CHATS AND STATS
“Where is the Data?” Findings

**Content**

**Title:**

“Where is the Data?” Session

**Description:**

This session will give directors, faculty, administrators, and staff an overview for how to access and how to navigate institutional data that will be used to guide the Institution toward improved student/client learning and services.

**Reason for “Where is the Data” Sessions:**

* To gauge the data usage and needs of the Institution
* To determine the topics with which faculty/staff would like more information
* To aid in making AC a more data-driven Institution

**Session Advertisement:**

* April 2012 Newsletter
* CTL – H.Q. Wrampelmeier Facilitated Additional Advertisement
* Moore County – Alexa Maples handled advertisement for Moore County administrators/staff.

**Presentation Information**

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| --- | --- | --- | --- | --- |
| Campus | Location | Date/Time | Signed Attendance Record\* | Submitted IQ Form |
| West Campus | AH 107 | 4/6/123:30-4:30 p.m. | 13 | 9 |
| East Campus | SAC 152 | 4/20/121-2 p.m. | 22 | 13 |
| Washington Campus | LIB 113 | 4/20/123-5 p.m. | 2 | 2 |
| Moore County Campus | Room 147 | 5/15/1210 a.m.-12 p.m. | 7 | 5 |

|  |  |
| --- | --- |
| **Total Recorded Attendance\*:** | 44 |
| **Total Submitted IQ Form:** | 29 or 64% |
| **Total Recorded Faculty in Attendance:** | 35 or 80% |
| **Total Recorded Administration/Staff in Attendance:** | 9 or 20% |

\*A headcount was taken rather than requesting attendees to sign an attendance record at the Moore County Campus. Per the number of handouts passed out it can be determined that around 50 total people attended these sessions.

**Snapshot- Quick Summary Findings
(Percentages Provided Based on Responses Provided for Submitted Forms)**

|  |  |
| --- | --- |
| Campus | Findings/Themes |
| All Campuses | * 14% have made improvements based on institutional data.
* 28% said that they have not made previous improvements based on data because the data did not seem to apply to their area, 24% said that they were unsure how to use data, and 31% said that they were unaware the data existed.
* The highest percentage of attendees noted that they would like more program-specific/program comparison-specific data information or survey integration/expansion information.
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| West Campus | * 22% made improvements last year based on institutional data.
* Many attendees said they were unaware of existing data (44%) or unsure how to use data (33%).
* The majority of attendees would like more information on how to incorporate accreditation needs into existing surveys or would like to further develop/integrate their survey needs with institutional surveys.
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| East Campus | * 8% made improvements last year based on institutional data.
* Many attendees said that the data did not seem to apply to their area (38%), they were unsure how to use the data (23%), or they were unaware the data existed (31%).
* The highest percentage of attendees said they would like program-specific and/or program comparison-specific data.
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| Washington Campus | * One of the two attendees (50%) has made improvements last year based on institutional data.
* One person responded that very little data seems to apply to their specific data.
* The only attendee to provide a specific request for more information would like more program-specific data.
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| Moore County Campus | * None of the attendees have made improvements based on institutional data.
* The attendees who gave a reason for why data had not been used said that the data did not seem to apply to their area (40%) or that they were unaware the data existed (40%).
* The major themes were that the attendees would like further development of our graduate student survey/exit interview. It was also noted that more academic and CE information would prove helpful for reporting purposes.
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**All- Inclusive Overall Findings\***

\*Note: Not every attendee that submitted a questionnaire responded to every question and attendees were also able to select multiple responses.

1. In the past year, has your division/office made any improvements or a plan of action based off of the General Education Competency Reports, CCSSE Reports, No Excuses! data, or any other type of institutional data?

 Please Circle One Response: Yes or No

 Responded “No”: 21 People

 Responded “Yes”: 4 People

 Did Not Respond: 1 Person

 Provided Other Response: 3 People (Not Applicable and/or unknown due to limited time in division)

1. If **yes,** what data have you used and how have you used it?

Please Offer Brief Response:

* Use PET Data to make changes in instructional techniques
* Students now involved with research projects
* “In Student Affairs/Enrollment Mgmt. (and Tutoring Dept.) we often look to CCSSE and No Excuses Data to determine program goals and budget decisions.”
* Searched a lot of electronic institutional data; program review; SACS information
1. If **No,** why have you been unable to use institutional data sources?

Please Circle Any Bullet Options that Apply and/or Respond with “Other Answer”:

Note: 4 People Did Not Respond to This Question

* Data did not seem to apply to my area

Gave This Response: 8 People

* + Response “Very Little” added by 1 person
* Unsure how to use data

 Gave This Response: 7 People

* Unaware data existed

Gave This Response: 9 People

* Other Answer:
	+ 1 Person - “Old System not too friendly”
	+ 1 Person – Noted that the “Program is C.E.”
	+ 1 Person – “Have not been involved other than meetings”
	+ 1 Person – “Some has not been updated”

 **Note because of response overlap questions 2 and 3 responses were combined/sorted**

1. Based on today’s session, I would like more information on the following available data/topics:
2. What additional data could AC provide that would be helpful to you as you seek student learning/service improvement?
* **Program-Specific/Comparison Statistic Data –12 Responses**
	+ “Data that is specific to individual programs instead of lump into division on CIP codes.”
	+ “Individual program data. Program transfer rates and employment rates instead of division on CIP code.”
	+ “Get data on community college supported or public supported truck driving schools. Student populations, cost, graduates, nationality of graduates, jobs after graduation, length of school (State by state and nationwide).”
	+ “PTHA – age/race/previous degrees – used for annual accreditation report”
	+ “How former Reading Students perform in reading intensive courses after leaving reading.”
	+ “Performance of BAS students in credit courses vs. performance of Dev. Ed students who remediate via structured classes”
	+ “More data comparing AC to other technical college specific programs both for state and national levels.”
	+ “By Program and/or CIP: Technical skill attainment, retention or transfer, nontraditional participation & completion, and placement of students. CE Data – Enrollments, contract hours, non-traditional enrollment completers
	+ “Percent of returning ACA/CE students in course areas (WECM/CIP) or those who graduate after returning.”
	+ “Percent of students who complete .bus cert, .adv cert, and .aas. and if they progressed upward or what level they ceased to enroll.”
	+ “More dept. or degree-specific information by campus for course planning/enrollment seeking.”
	+ “MCC-Academic: Any courses under Renewable Energy and Instrumentation (by degree level and by class/semester)”
* **Surveys – 8 Responses**
	+ “Program accreditation specific employer surveys and graduate surveys”
	+ “Graduate Survey Would love to be able to access just information from my students”
	+ “Combine existing graduate survey with accreditation required graduate surveys”
	+ “Surgtech maintains program specific data – Employer surveys, graduate surveys, hospital evals, and program evals.”
	+ “Graduate Survey”
	+ “Would like help launching employer and graduate surveys each year – then have you present the data to Advisory Boards.” – Mark Rowh
	+ “Surveys for exit interviews for SSS”
	+ “Name and ID marked so that exit interviews could be gathered for specific people (note: this information needed for QUEST program)”
* **CE Class Data-4 Responses**
	+ “Completion ratios for minorities in CE classes (i.e. Truck Driving). At least courses that immediately prepare completers for employment.”
	+ “Percent of students by ethnicity, age, and education level.”
	+ “MCC-CE: Any courses under CNA/ESL/Computer or business related.”
	+ “More pivot tables.”
* **THECB – 1 Response**
	+ “THECB 2014 Update”
* **PET – 1 Response**
	+ “PET”
* **General Education Competencies – 1 Response**
	+ “General Education Competencies”
* **No Excuses – 1 Response**
	+ “AtD/No Excuses”
* **Software – 1 Response**
	+ “Would like more information regarding **Blackboard tools** for matching test questions, lab questions, study questions, etc. with course outcomes for the purpose of outcomes assessment”
* **Recruiting Effort Data – 1 Response**
	+ “Data on recruiting efforts. How many enrollments compared to the amount of exposure on tours.”
* **Institutional Information – 1 Response**
	+ “Instructor/student ratios, average class sizes, technical program completer data, and student/graduate placement”